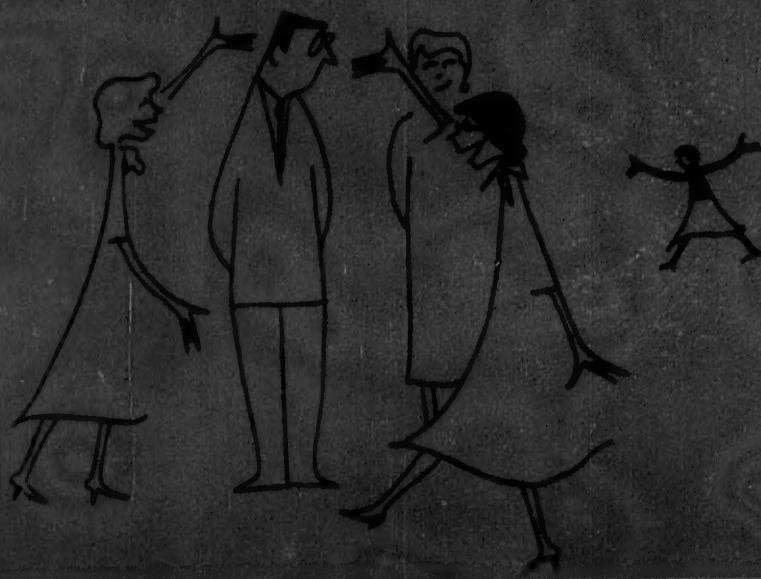


NATION'S SCHOOLS



AUGUST

School plants and grounds to care for
What part does the school play in community
Personnel policies for better service
Indicate the best method of handling
An outdoor indoor recreation program
Should beginning pupils be admitted at several ages
The N.S.A. summer convention in Chicago

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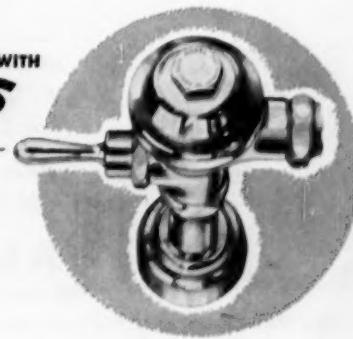


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THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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AMONG THE AUTHORS



Harold Spears

San Francisco's new superintendent, HAROLD SPEARS, offers some advice on parent-teacher relationships (*p. 38*). Dr. Spears has been associated with the San Francisco schools since 1947, the first year as curriculum director and since then as assistant superintendent in charge of elementary schools (which now number 97).

Previously he was head of the department of education at State Teachers College, Montclair, N.J. (1944 to 1947), principal and superintendent of the township high school, Highland Park, Ill. (1941 to 1944), and on the faculty of the public schools of Evansville, Ind. (1924 to 1941). For a number of years Dr. Spears has been a member of the California State Curriculum Commission, which has the responsibility of recommending to the state board of education the textbooks to be adopted and which handles other instructional problems relating to the state school system. Since 1937 he has written nine books. The most recent is "Improving the Supervision of Instruction." Another, "Some Principles of Teaching," is used by parents as well as teachers in study group work. Like this month's article, it is illustrated by the author.

As finance consultant to the state department of public instruction, W. MONTFORT BARR worked out new types of indexes for state school finance in Indiana (*p. 63*). Dr. Barr is associate professor of education and consultant in school finance at Indiana University. Also he's the university's assistant director of school surveys. Twenty years of public school experience, mostly in administration, can be credited to Dr. Barr's account. Many local school boards in the Midwest have requested his services as a consultant in school reorganization and financing.



Charles S. Miller

How to pick a superintendent of schools is the subject CHARLES S. MILLER writes about (*p. 40*). Dr. Miller is president of the school board that did the picking and also chairman of the department of education at Allegheny College, Meadville, Pa. In the past he has been a teacher, principal and superintendent in Pennsylvania schools and president of State Teachers College, Slippery Rock, Pa.

For the superintendent who would rather learn the worst ahead of time than be surprised by it, DONALD P. MITCHELL and JOHN E. TIRRELL have written an article about predicting enrollments (*p. 43*). Dr. Mitchell is associate professor and director of the division of field services and research, Rutgers University. Previously he

taught at Seekonk, Mass., and Greenwich, Conn.; served as consultant and specialist in district reorganization for the Massachusetts school building committee, and assistant and then associate director of the Center for Field Studies, Harvard University. . . . As of July 1, Dr. Tirrell is dean of Grand Rapids Junior College, Grand Rapids, Mich. Previously he was assistant director of the Harvard Center for Field Studies.

LOU BABCOCK, co-interviewer with EDITOR ARTHUR H. RICE for the parent panel at South Bend, Ind. (*p. 64*), retired several years ago after 44 years as a teacher, counselor and assistant principal. She's now devoting her time to community and civic affairs, which often means affairs connected in some way with the public schools. Miss Babcock taught in East Jordan, Sault Ste. Marie, Saginaw and Highland Park, Mich., and served for a year as dean of women at Stephens College, Columbia, Mo. In November 1953 she was honored on a nationwide "This Is Your Life" telecast.

ERNEST G. LAKE started his career in education in the West (principal and teacher, Brockway, Mont.; then went far east (principal and teacher, Litchfield, Conn.; superintendent, Griswold, Conn.; Barre, Vt., and Gloucester, Mass.). In 1951 he started back west, but stopped at Racine, Wis., where he is still superintendent. Dr. Lake is author of a book review on page 92.

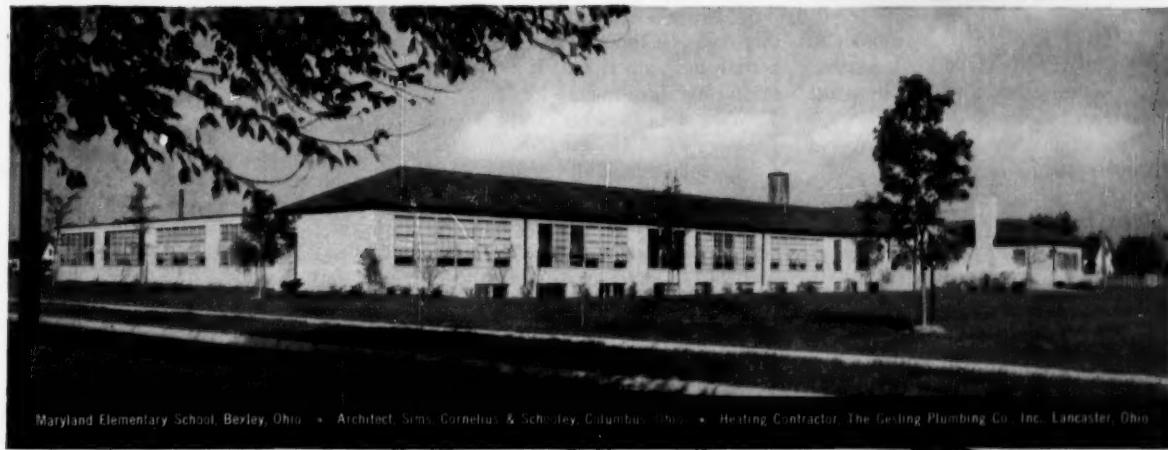
BEALER SMOTHERMAN is a home town boy who made good in his own home town. He's audio-visual director (*p. 74*) and associate professor of education at Middle Tennessee State College in Murfreesboro, where he was born. Previously he was a teacher and principal at the high school in Christiana, Tenn.; supervisor in the Naval Air Technical Training Center, Chicago; superintendent of the Rutherford County schools, Murfreesboro, and research assistant for the southern states C.P.E.A. Having acquired a private pilot's license, Dr. Smotherman lists flying as one of his hobbies. Another is photography.



Bealer Smotherman

Personnel policies for nonprofessional employes are suggested (*p. 82*) by HENRY H. LINN. Dr. Linn went to Teachers College, Columbia University, in 1937 as superintendent of buildings and grounds, but since 1944 he has been professor of education at that college. Previously he had been a teacher at Chester, Neb.; superintendent of schools at Merrill, Iowa, and Craig, Laurel and West Point, Neb., and business manager for the public schools of Muskegon, Mich.

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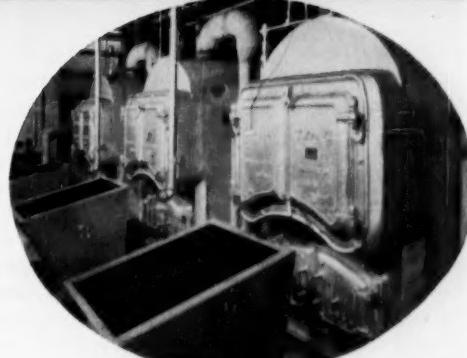
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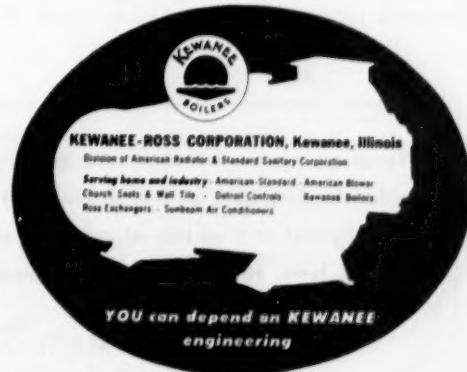
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OPINION POLL

For entering school, chronological age may be outdated policy, but opinion is fairly evenly divided on use of standardized tests

A nationwide sampling of superintendents' opinions by *The Nation's Schools*

WHEN is a child old enough to enter first grade or kindergarten? "At the age of 5 or 6" was once the clean-edged answer.

Today schoolmen might like to put school entrance on a scientific basis, for the psychologists have convinced them that a child at any given moment is a complex of ages, but only a slender majority of them is as yet willing to abandon chronological age as the sole criterion.

Pollled by *The Nation's Schools*, 52.9 per cent of a sampling of superintendents in every state would favor basing school entrance on mental age and on physical and emotional maturity. Many of these would apply the findings of research in these areas of child development, however, with certain reservations or under certain conditions only.

A FEW USE IT

Only a few of this month's respondents are actually using mental age and physical and emotional maturity as guides to school admission. One superintendent finds the newer practice "works very well." Another has "tried it for two years now, and in most instances it has worked out acceptably." Others think the idea sound but have not carried it over into practice.

Opposition to the psychological approach is perhaps best summed up by

this reply: "Chronological age is impartial and impersonal. It is a good measuring instrument for entrance. Then the skilled teacher can work with parents and children on the basis of frank, confidential discussion of individual needs."

One administrator raises the point: "While this [standardized test] would probably be best for all concerned, I feel that it invades the basic principle of equal opportunity for all—regardless of ability."

OPINIONS GROUPED

Opinions submitted can be grouped under the topics of "tests and their validity," "parental reaction," and "costs."

What is a good test? Who is competent to administer it and interpret the findings? Can a small or rural school system staff such a procedure? These questions are put by school administrators on both sides of the admissions policy fence.

"I am assuming that reliable tests are used and administered only by highly competent examiners—better trained than one is likely to find on the faculty of our school," writes Mr. A as his comment on the problem.

"The tests should be given by a reputable neutral agency," Mr. B contends. "Most people are not familiar with the evaluating terms."

Would you favor entrance into the first year of your schools (either kindergarten or first grade) on the basis of mental age and physical and emotional maturity, as determined by standardized tests, rather than chronological age?

Yes 52.9% No 47.1%

Dissenters question the ability of standardized tests to measure a child accurately at the preschool age. "I doubt that a reasonable, inexpensive, foolproof method can be determined," comments Mr. C.

"I would prefer to say Yes, but young children are not easily tested, and the tests are not good enough. Parents don't readily accept the results of these tests," declares Mr. D.

Parents—there's the real rub! "You can't very well tell a parent his child is 'too dull' when a neighbor's child gets to enter school at the same or an earlier age," one negativist replies. Says another: "I don't believe parents are ready to accept the proposed change. There would be too much stigma attached to such discrimination."

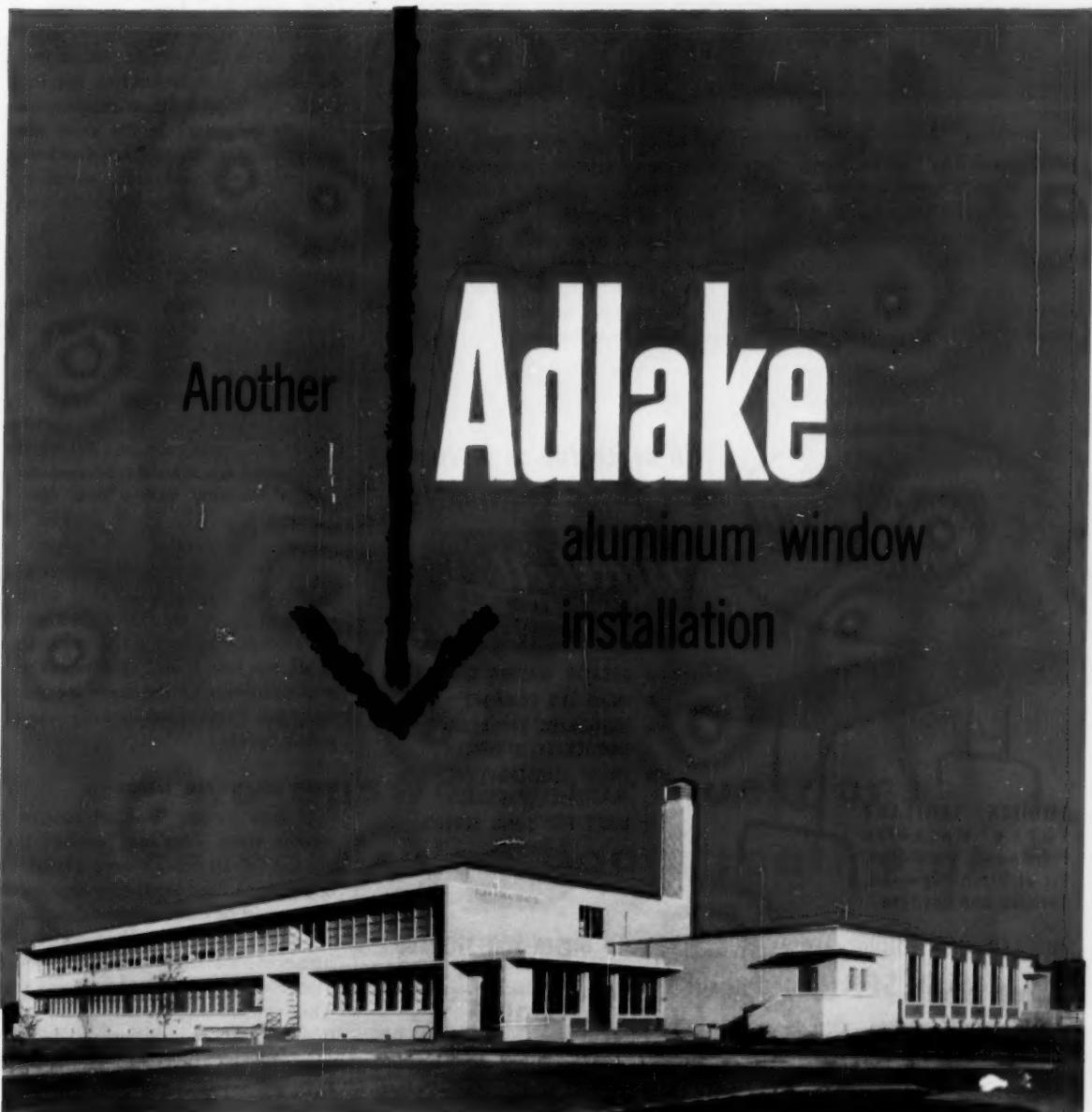
Not every superintendent adopts a defeatist attitude in regard to parental approval. Says one of the brave: "Beginning in 1953 admission to the first grade in our schools was based on mental age as determined by a certified public school psychologist. There were a few unhappy parents over rejections, but the public attitude toward this has been one of high approval and encouragement."

Compromise is possible. Another administrator points out: "Leaving the chronological age requirement as it is, the mental age basis could then be applied to those children whose parents really felt they were advanced enough to justify such a test. We had this policy in a previous school where I was superintendent and it seemed rather effective."

ENTER RATHER LATE

Mental maturity may be more prevalent among preschoolers than is emotional maturity, many schoolmen think. With a dispassionate look at the emotional status of American families today, Mr. F regretfully states: "Under the circumstances many of these youngsters would be rather old before they could enter school."

Money talks here, too. A psychological testing program doesn't come gratis. One opponent of revised admission policies does say: "It would temporarily relieve our crowded kindergartens, since some studies show that our 5 year olds are not as mature as the norms set by standardized tests. That would give us time to build schools with the money the legislature (Michigan) and the people have just approved."



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QUESTIONS AND ANSWERS

"Earmarking" State Funds

Is "earmarking" state funds for education good sound procedure?

Earmarking of state funds for any purpose, in the opinion of many political scientists, is not a sound procedure. While most state education agencies, at one time or another, have sought earmarked funds for school operation

or construction, many have confessed that the earmarking is forced on them by necessity. All state legislatures are faced with the problem of balancing budgets. If most revenues to the state are earmarked for one purpose or another, little is left for other essentials.

For example, in state X the fish and game commission has a surplus, built

from earmarked funds, in excess of \$1,000,000, while the board of health in the same state cannot obtain from the limited general fund of the state a sufficient appropriation to operate an effective program. In the same state the game reserves and fish hatcheries are among the best in the world, but the state mental institutions are overcrowded and understaffed.

In another state the highways are among the best in the nation, because of earmarked funds, but the hospitals and schools are, to put it as generously as possible, merely mediocre. In still another state earmarked funds are set up for old-age assistance, a most deserving program, but the state operates "in the red" financially, and the schools are blamed for the debt because they take, of necessity, such a "bite" out of the comparatively small amount of money in the general fund budget.

Most of us agree that highways and old-age assistance are of vital importance, many of us feel that wildlife deserves protection for the enjoyment of all, but few, if any, agree that these responsibilities of the state are more important than schools, hospitals or public health.

MEET CHANGING NEEDS

If state income from all sources—
income taxes, sales tax, gasoline tax,
licenses of all types—were placed in
one general fund legislative appropriations
could be made to meet the changing
needs of the state. In too many instances some state agencies have more
money than they can economically use,
while others are hamstrung by lack
of funds. Those agencies that are fortunate
enough to have earmarked funds naturally
hesitate to give them up for fear they may have needs later that
cannot be met; hence, they spend more
than is needed.

Earmarking of funds for education has been forced on some states in order that they can get some assured income for the support of public education. But in some notable instances this, too, has been a boomerang. For example, in more than one state, earmarked funds have accumulated into sums of many millions, which cannot be distributed to the school districts because of the distribution schedule for state aid, as established by law. The educational leaders of these states hesitate to make much of this matter for fear the surplus fund will be diverted to other purposes before the politically expedient time comes to press for up-

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ward revision of the schedule to a more realistic distribution.

It would seem wise for educators to press for removal of earmarking of any state revenue for any special purpose rather than, as is too frequently the case, to press for special earmarking for schools. It is a safe bet that, if education, highways, public health, state institutions, public welfare and other state agencies approach the legislative appropriation authority on the same basis, the schools will get a fair share. For educators to believe otherwise is an admission of lack of faith in our own products.—MARY CONDON, *Montana state superintendent of public instruction.*

Picking an A-V Coordinator

What are the qualifications for an audio-visual coordinator?

Probably no single qualification can be stated that outweighs others. However, the following constitute important considerations in the appointment of the audio-visual director:

1. He should be thoroughly acquainted with the objectives of the school system's curriculum, that is, both grade level and subject department objectives, as well as the over-all objectives.
2. He should be thoroughly acquainted with the principles of child growth and development.
3. He should be thoroughly versed in the newer psychologies of learning.
4. He should possess a thorough acquaintanceship with audio-visual materials and their relationship to the various classroom programs.
5. He should possess creative insight into the problem of utilization of audio-visual materials.
6. He should possess ability to organize the routines of an A-V service.
7. He should possess teaching experience in as many grade levels as possible.
8. He should possess an understanding of and insight into human dynamics on both the personal and group bases.
9. He should be imbued with the opportunity to serve the teacher in the classroom.

The foregoing criteria are based on the premise that the primary job of an audio-visual coordinator is to assist the classroom teacher to develop an increasingly effective instructional program.—GEORGE E. MILLS, *assistant superintendent, Dearborn, Mich.*

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TWO BIG MONTHS—AUGUST and SEPTEMBER

STANDARD STOCK POTS



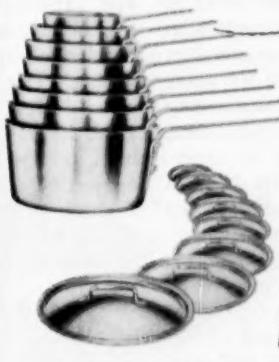
Also available with
New Non-Drip Faucet

Cat. No.	Cap.	Reg. Price	Sale Price
4303	3 gal.	11.00	8.70
4305	5 gal.	14.15	11.70
4306	6 gal.	16.35	13.15
4310	10 gal.	22.70	17.55
4315	15 gal.	31.60	25.35
	(with non-drip, sanitary faucet)		
4310-B	10 gal.	35.50	31.20
4315-B	15 gal.	45.20	41.15

COVERS FOR ABOVE POTS

4190	3 gal.	3.10	2.45
4192	5 gal.	3.90	3.35
4193	6 gal.	3.90	3.35
4194	10 gal.	4.50	3.95
4196	15 gal.	5.70	4.50

STANDARD SAUCE PANS



Cat. No.	Cap.	Reg. Price	Sale Price
4341½	1½ qts.	3.15	2.75
4342½	2¼ qts.	3.80	3.45
4343½	3¼ qts.	4.50	3.95
4344½	4½ qts.	5.05	4.65
4345½	5½ qts.	5.45	4.95
4347	7 qts.	6.85	5.95
4348½	8½ qts.	7.30	6.65
4350	10 qts.	8.85	7.95

COVERS FOR ABOVE PANS

4341½-C	1½ qts.	1.20	.75
4342½-C	2¼ qts.	1.50	.75
4343½-C	3¼ qts.	1.60	1.15
4344½-C	4½ qts.	1.95	1.55
4345½-C	5½ qts.	2.10	1.65
4347-C	7 qts.	2.30	1.75
4348½-C	8½ qts.	2.50	1.95
4350-C	10 qts.	3.00	2.00

STANDARD SAUCE POTS



Cat. No.	Cap.	Reg. Price	Sale Price
4332	14 qts.	12.80	10.40
4333	20 qts.	14.75	11.20
4334	26 qts.	16.70	13.45

COVERS FOR ABOVE

4192	14 qts.	3.90	3.35
4193	20 qts.	4.25	3.70
4194	26 qts.	4.50	3.95

STANDARD FRY PANS

Cat. No.	Size	Reg. Price	Sale Price
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4008	8"	3.70	3.30

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4252	25 qts.	34.60	26.95
4254	40 qts.	45.65	34.95
4256	60 qts.	58.40	42.95
4258	80 qts.	69.00	48.95
	(with non-drip, sanitary faucet)		
4254-B	40 qts.	58.00	49.50
4256-B	60 qts.	70.10	57.05
4258-B	80 qts.	85.70	61.70

COVERS FOR ABOVE POTS

4192	25 qts.	3.90	3.35
4194	40 qts.	4.50	3.95
4196	60 qts.	5.70	4.50
4198	80 qts.	6.75	4.75

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4358	8¾ qts.	16.65	14.75
4369	11 qts.	21.05	16.85

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Roving Reporter

Science Fair Takes Work and Money • Band Members Help Plan, Prepare
and Direct Half-Time Shows • Teacher's Unborn Baby Joins Curriculum

SCIENCE FAIRS can be of great value, but producing them takes money and a great deal of work by many people, as those responsible for the first science fair at San Diego, Calif., found out. But they think it was worth it.

George Banks, teacher-consultant at San Diego, explains that science fairs stimulate active interest in the study of science. They stress understanding of fundamental principles in science, give students and teachers an opportunity to see what others are doing in science, and provide a means of giving recognition to young scientists.

But what about the work? Well, that started almost a year in advance, with a meeting of a committee composed of science teachers and administrators in the city schools and state college science teachers. After this committee's recommendation for a science fair had been approved, the county schools were invited to participate. The county office named Hildegarde Hartig as coordinator of the fair. Mr. Banks served as consultant.

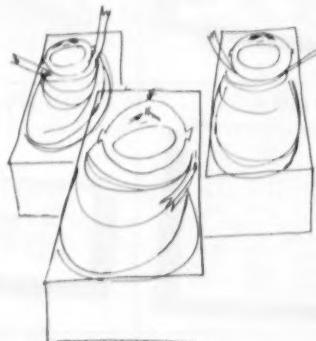
Representatives from the Scripps Institute, the navy electronics laboratory, and the major aircraft companies joined the planning committee. The *San Diego Union* agreed to serve as sponsor, assuring publicity and payment of the fee for entrance in the National Science Fair in Cleveland. The local Society of Aeronautical Engineers granted the use of its hall on Harbor Drive for display of the science projects. A local airline provided prizes—four round-trip tickets to Cleveland.

Engineers spent hours helping plan arrangement of the exhibits. The 173 exhibits—representing most of the school districts in San Diego County—were placed by teachers, parents and students. Approximately 25,000 persons went to see the science projects developed by the students.

Another science fair will also require a great deal of work, but San Diego is undoubtedly going to have one next year, says Mr. Banks.

A TEACHER'S BABY became part of the curriculum at the New Lincoln School, New York City, before it was born.

At the beginning of the school year Mrs. Theodore Brameld, teacher-librarian at the school, told her colleagues on the faculty, "I'm going to be a mother." Her obstetrician had recommended that, since her health was good, she continue working. Her husband, professor of educational philosophy at New York University, agreed. And so, fortunately, did the director of the school, John Brooks. In fact, he welcomed the opportunity to turn



One girl asked Mrs. Brameld: "How would you like to have triplets?"

Mrs. Brameld into a learning experience for the entire school—parents, teachers and 350 boys and girls ranging from 3 year olds in the nursery school to high school seniors.

Other teachers called upon Mrs. Brameld to visit their classes when some phase of human physiology was under discussion or simply when a group of youngsters expressed curiosity about the baby. Representatives from science classes interviewed the expectant mother about the diet and exercises recommended by her doctor. On the basis of their own study the students also made some recommendations. After two girls decided she should drink more milk, she began dutifully to put two glasses of milk on her lunch tray.

The senior class invited Mrs. Brameld to be its special guest at a movie on human birth. Other youngsters asked her, as the librarian, to recommend books on the subject.

Older boys were solicitous about her "delicate condition." If she picked up a large dictionary, some boy was sure to snatch it away from her, warning her she was not supposed to lift heavy things. If she climbed on a chair to reach a book or magazine, she was almost knocked off "by some zealous young man seeking to protect me from my own foolhardiness."

High school girls had many questions to ask, mostly variations of "What's it like to have a baby?"

The story of Mrs. Brameld's experiences as an "expectant" teacher appears in the June issue of the *National Parent-Teacher*.

P.S. The baby's a girl.

BAND MEMBERS at Valley Stream, N.Y., don't just participate in the half-time football shows—they have a part in planning, preparing and directing them.

Central High School students have organized a Half-Time Club to prepare such shows. They help formulate ideas or themes and plan the order in which tunes are played. One group is responsible for finding suitable properties.

After he has presented the new music at one rehearsal, the director turns over the entire marching band to the student director or drum major. From then on that student is responsible for all tempos used on the field.

A REPORT CARD "FILLER," called "The En-Lightning Rod," is published by the Benjamin Franklin Junior High School, Uniontown, Pa. Printed on paper that is a different color each time to catch parents' eyes, the publication carries some bit of pertinent information about the school in each issue. It is edited by a staff member, Charlotte McMinn.

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for the lunch-hour rush!



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\$445.00!

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Ask your food service equipment dealer to show you how the new "Toastmaster"® Hot-Food Server can speed service and end food waste in your school lunch operation.



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\$290.00!



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"Boontonware cuts **95%** of hospital dinnerware breakage"

says Sister M. Helen Patricia, kitchen supervisor



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*Sister M. Helen Patricia
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kitchen supervisor, St. Agnes Hospital, Philadelphia, Pa.

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Fruits

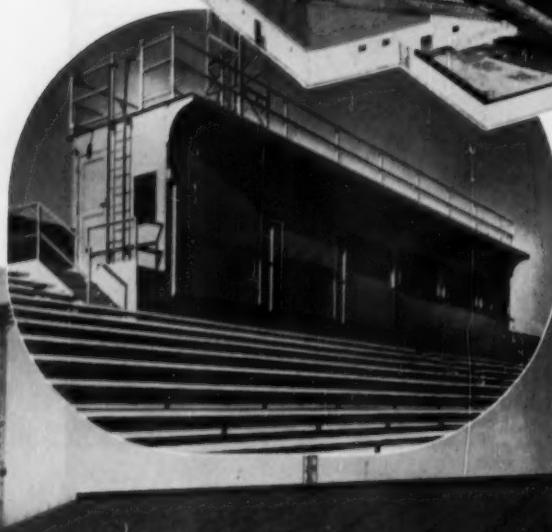
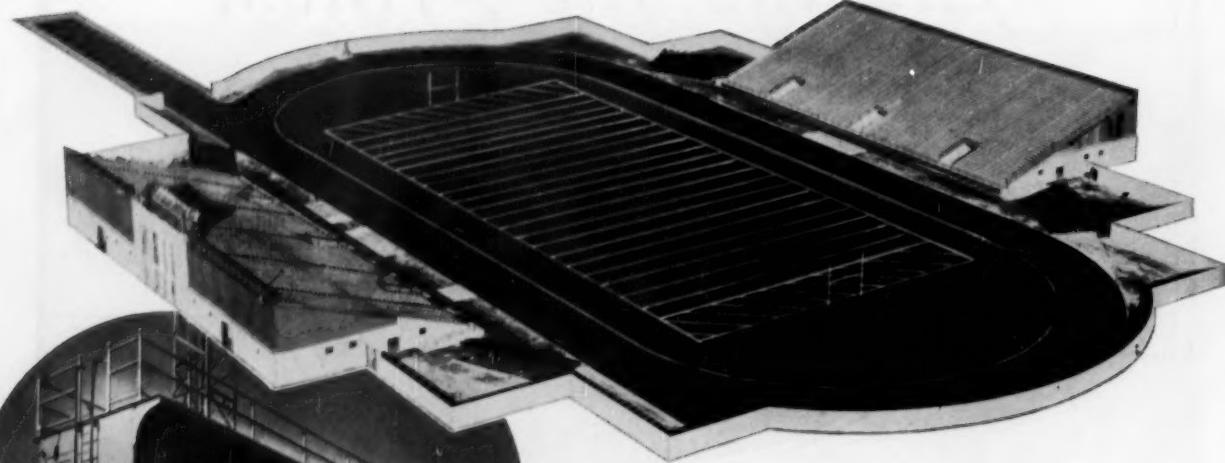
Apples • Grapefruit Segments
Apricot Halves • Sour Pitted Cherries
Pineapple Tidbits • Pineapple Slices
Freestone Peach Halves
Apple Sauce • Cling Peach Halves
Sliced Freestone Peaches
Sliced Cling Peaches • Fruit Cocktail
Bartlett Pear Halves

Vegetables

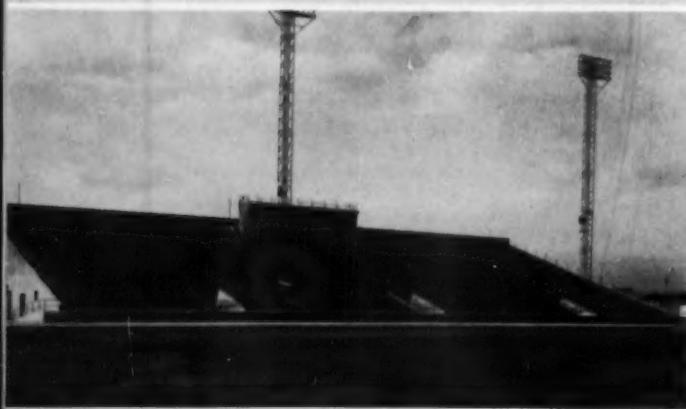
Sweet Peas • Tomatoes • Lima Beans
Blue Lake Cut Green Beans
Blue Lake Whole Green Beans
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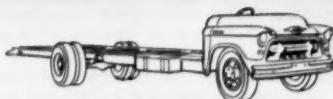
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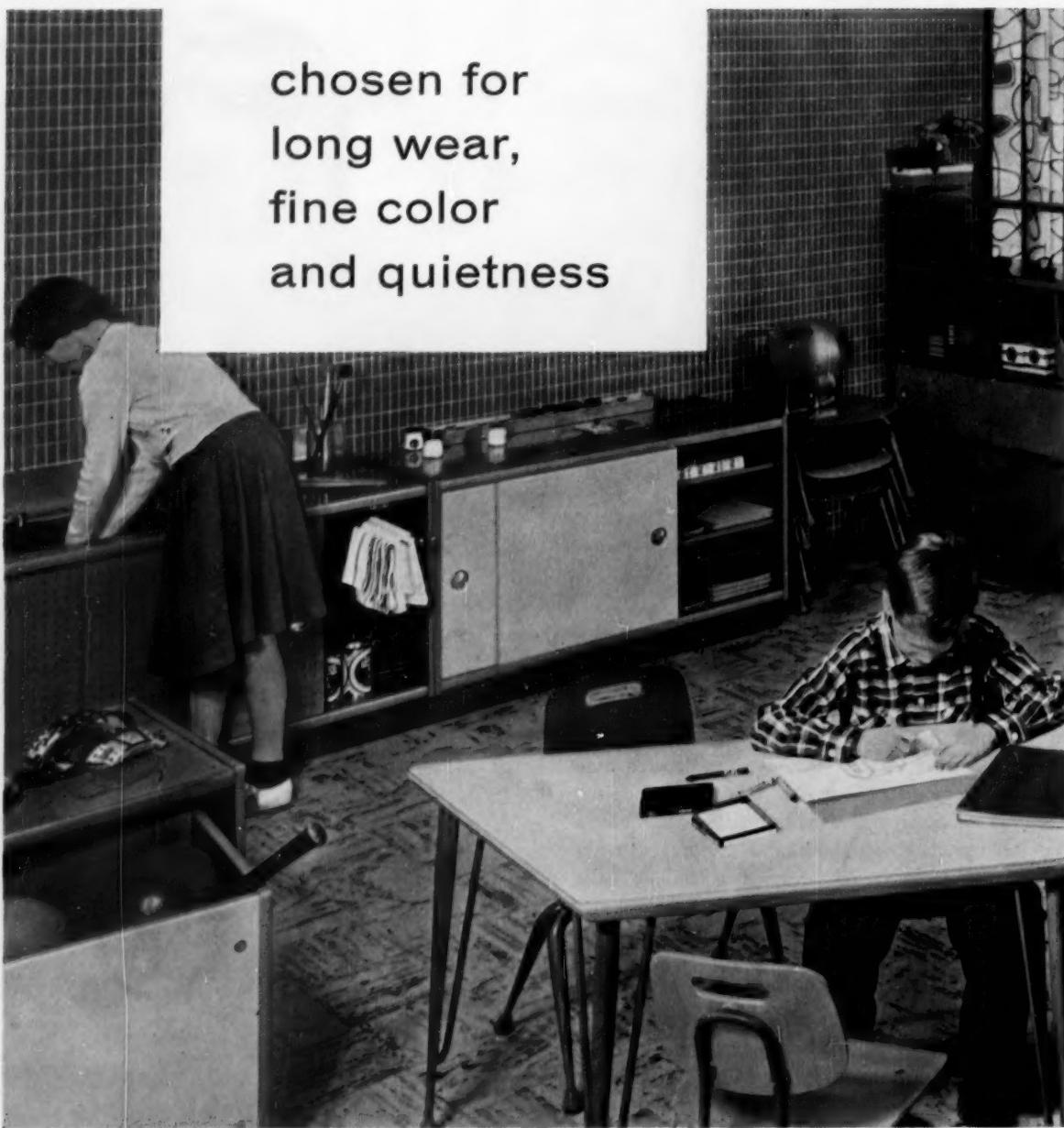


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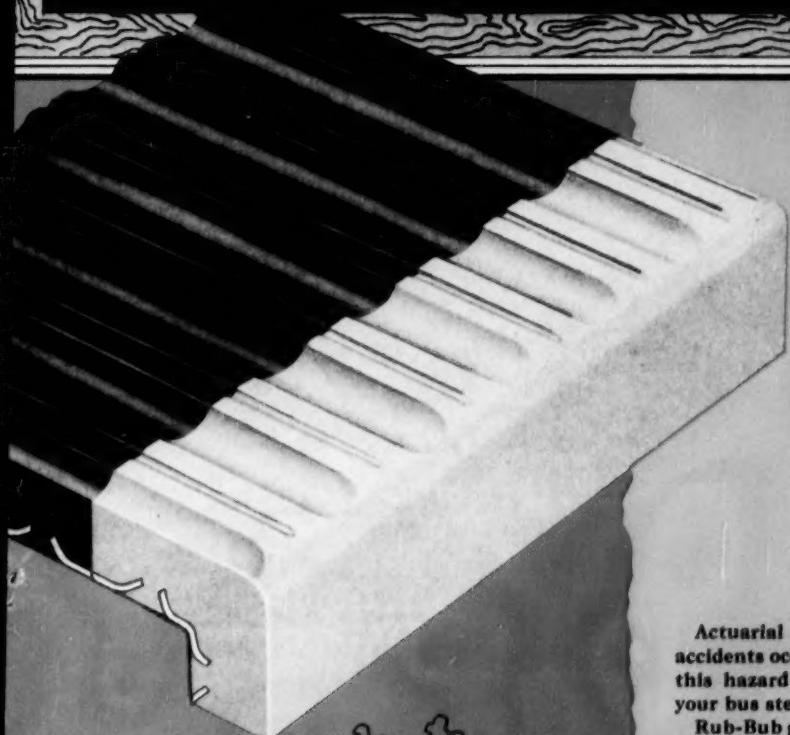
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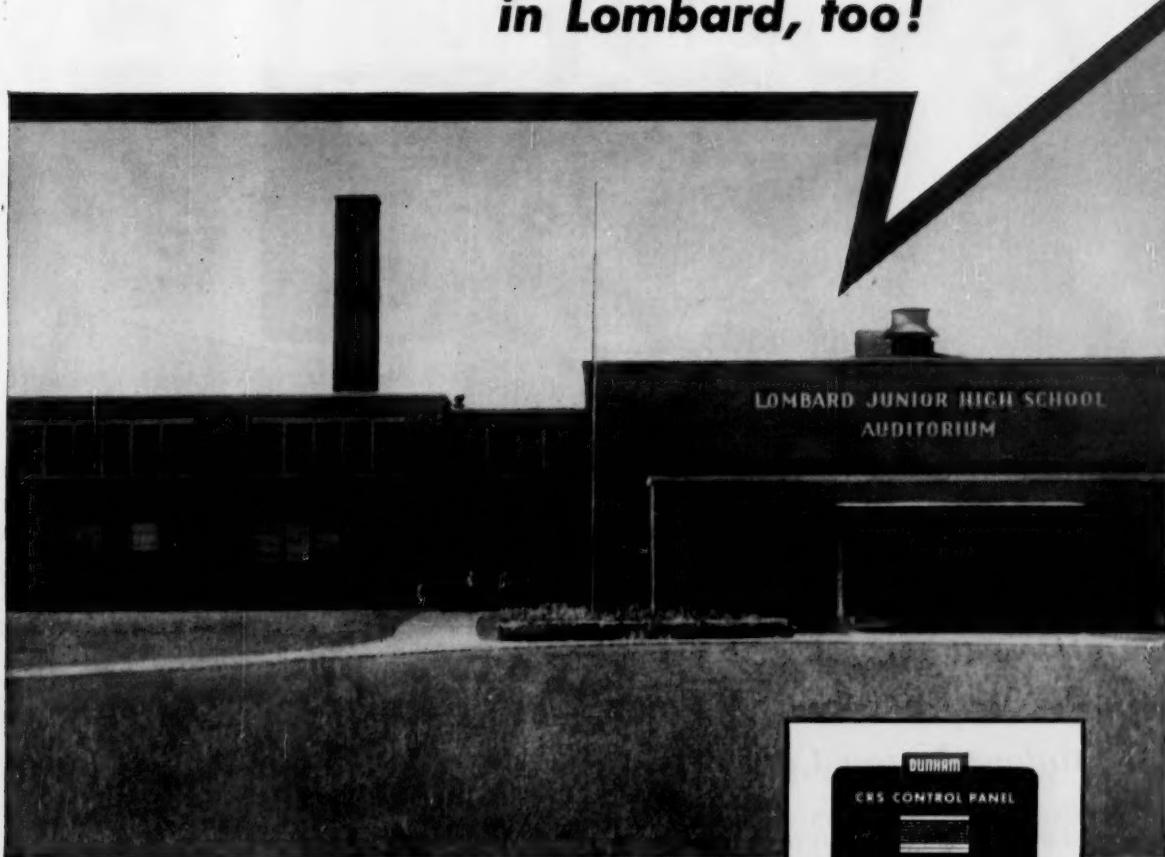
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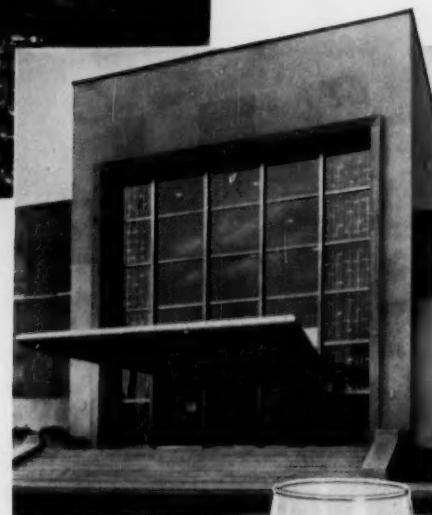
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are specially processed to stand up 3-5 times longer than ordinary tumblers under the heaviest service conditions. They take hard knocks and sterilization temperatures in stride. Through reduced breakage, you need fewer glassware replacements, smaller inventory, less storage space. And you get additional savings through Libbey's chip-resistant rims, guaranteed: "A new glass if the rim of a Libbey 'Safedge' glass ever chips."

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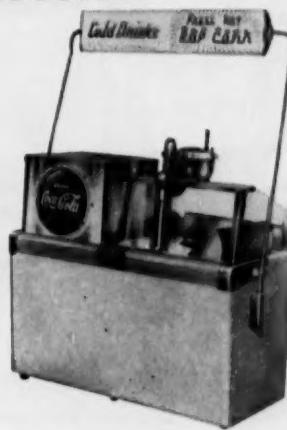
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Both the REFRESHERETTE and the COLISEUM come to you ready for your school to begin operating immediately. All you do is install the machine and it's ready to go to work. All you have to provide is a student to operate the equipment. All Manley equipment is designed for simple operation . . . even the most inexperienced students can operate this equipment easily, efficiently and profitably.

TAKE THREE MINUTES AND THREE CENTS TO FIND OUT HOW YOUR SCHOOL CAN BENEFIT!

Just fill out the coupon and mail it to Manley. Let us know if you want a representative to call, or if you prefer to have us send you additional information on the Manley REFRESHERETTE or the COLISEUM.

MANLEY, INC. Dept. NS-855

1920 Wyandotte Street, Kansas City, Missouri

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After 50 Years

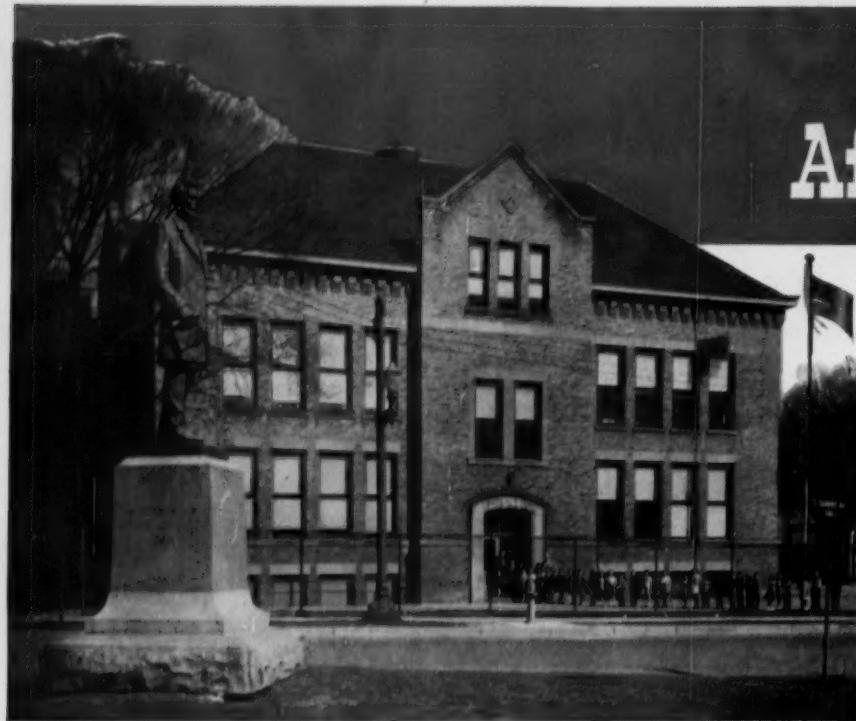
LINCOLN SCHOOL

RACINE, WIS.

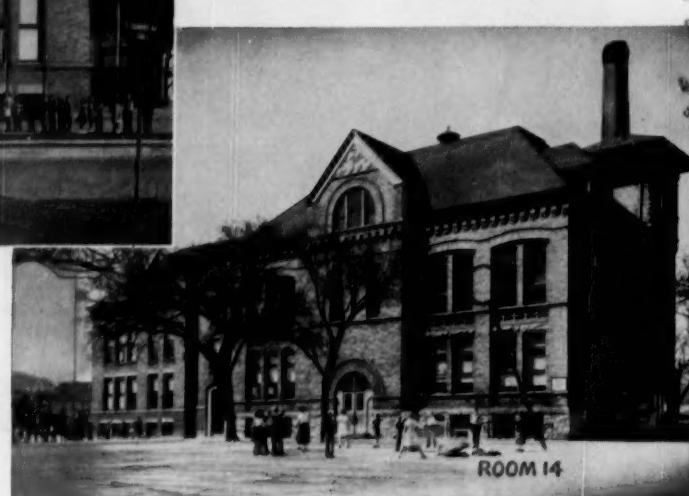
POWERS TEMPERATURE CONTROL

1903

Installed here in



Above: One of a number of old and modern schools in RACINE equipped with Powers Control.



Below: RACINE'S New JERSTAD-AGERHOLM SCHOOL Completed in 1952

is also Powers controlled. Only a portion of the building appears in the photo. It has 14 classrooms, an administration and community center, playroom and kitchen, and audio-visual room. It is attractive inside and out—heating and ventilation are maintained with utmost economy.



Architects and Engineers: WARREN S. HOLMES CO., Lansing, Mich.

Heating Contractor: N. A. THOMAS CO., Racine, Wis.

this test shows

Pneumatic System of
TEMPERATURE CONTROL
IS STILL GIVING ACCURATE
REGULATION



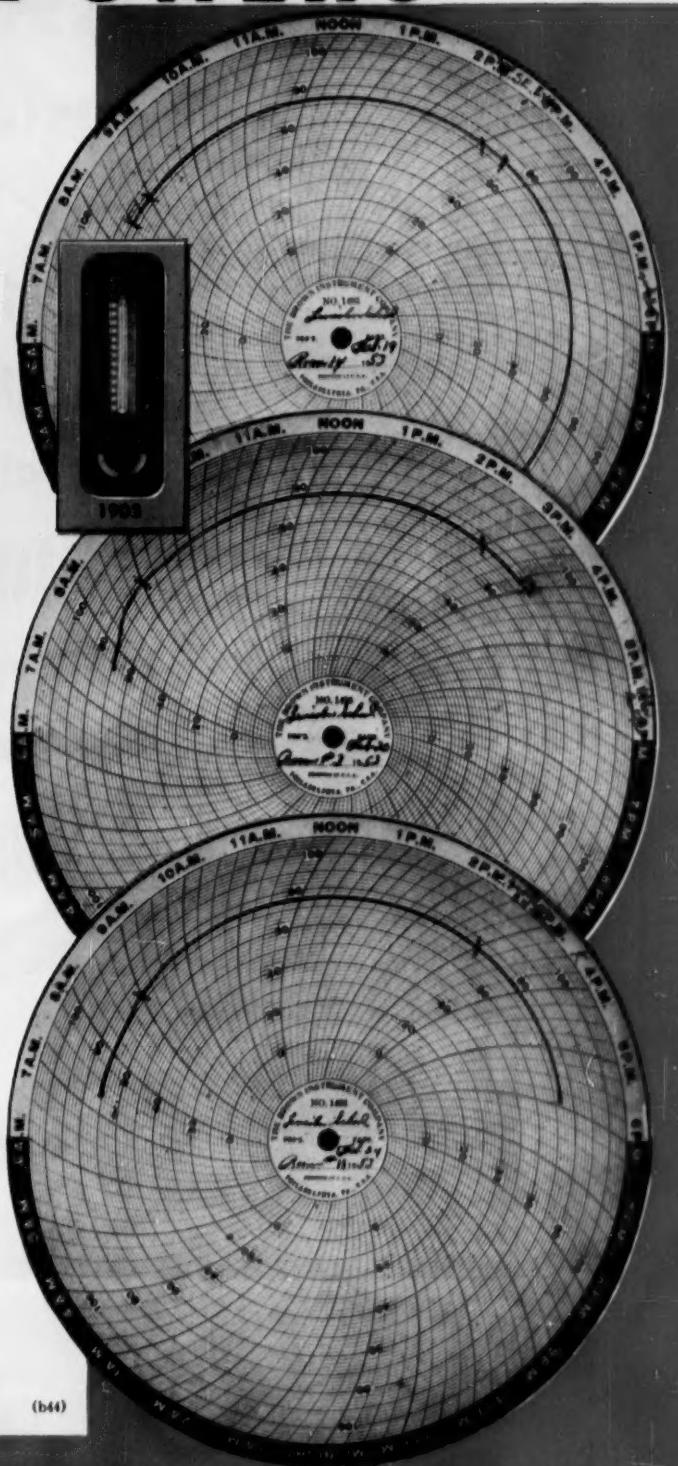
Miss K. Mart, Teacher in Room 14 Lincoln School, Racine, Wis. "T" is POWERS Type A Thermostat installed in 1903. It controls mixing dampers. Thermostat was set for 75° F. Note even control during school hours. "RT" is Recording Thermometer which made charts at right in February 1953.

How is it possible for Powers systems to often give 25 to 50 years of dependable service?

Since 1891 outstanding features of a Powers thermostat have been: its powerful VAPOR-DISC with GRADUAL-ACTION and its famous non-bleed double valve. Proof of its superiority is revealed in the performance record shown here—as well as in many other old schools.

To get more years of better performance, greater comfort and fuel economy — install a POWERS pneumatic system of temperature control.

POWERS



(b44)

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NEW MEDICAL



Built to supplement old, overcrowded quarters, the new Louisiana State University Medical School Building in New Orleans was completed in November, 1954. Architects: Andry & Feitel, New Orleans, La.; Smith & Padgett, Monroe, La.; August Perez & Associates, New Orleans, La. General Contractor: R. P. Farnsworth Co., Inc. Mechanical Contractor: Emile M. Babst Co., New Orleans, La.

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SCHOOL BUILDING USES CRANE

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More different kinds of plumbing fixtures go into modern schools and hospitals than are used in any other type of building. Nowhere else are plumbing fixtures subjected to more wearing use. And nowhere else is it more important to avoid breakdowns.

That's why, when they built the new Medical School Building at Louisiana State University (where they needed both school and hospital fixtures) Crane plumbing was the obvious choice.

Crane makes a complete line of both hospital and school plumbing fixtures.

Crane fixtures are specifically designed to



Students' washrooms are equipped with Crane I-240-C Norwich lavatories in vitreous china, with Olympia Dial-eze supply.

stand up under the most severe service. Larger Crane plumbing fixtures are made of Duraclay glazed earthenware, an exclusive Crane development, that resists thermal shock without cracking or crazing. And Crane Dial-eze controls close *with* water pressure, rather than against it, virtually eliminating faucet maintenance.

See if your architect doesn't agree that Crane fixtures would be the obvious choice in *your* case, too.



Crane 5H-255, Scrub-Up Sink is equipped with 8H-74A Dial-eze supply with wrist-action blade handles. All moving parts of Dial-eze supply faucets are contained in an easily replaceable cartridge. Sink is Duraclay vitreous glazed earthenware with 8 1/4" high back.

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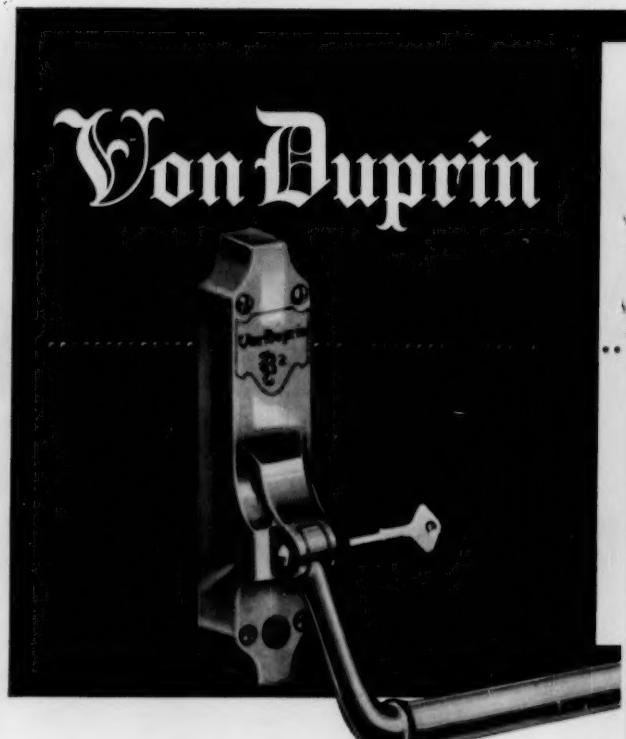


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Increasing numbers of architects and other safety-minded officials the country over specify Von Duprin exit devices to provide "the safe way out!" And for good reason: Von Duprin's unequalled record of performance! Even under the most adverse conditions, these devices operate efficiently . . . with only normal maintenance.

Since originating fire and panic exit devices in 1908, Von Duprin has consistently paced the field in new designs, incorporating new materials and production methods.

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The vertical rod Type B² device, illustrated here, is a part of the complete Von Duprin line of exit devices and auxiliary hardware designed to meet every exit requirement.

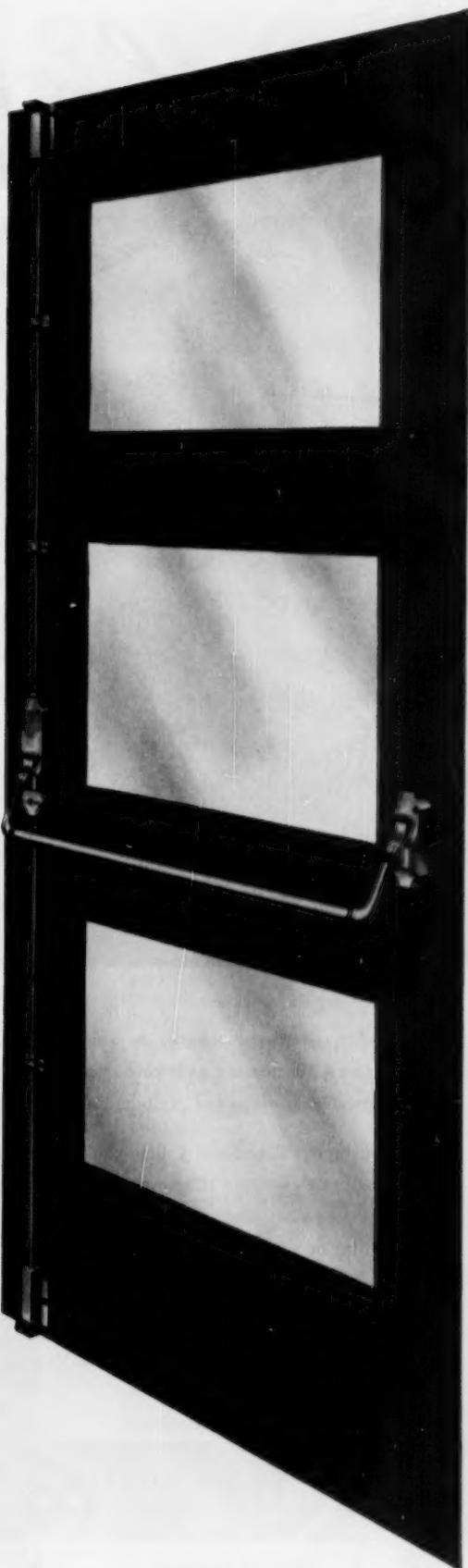
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Vina-Lux®..First Class Beauty for Classroom Floors



Eugene D. Sternberg, Architect, Denver, Colo.

In today's new-type schools, as much attention is paid to proper flooring as is paid to proper lighting, comfortable seating and well-designed equipment.

Increasingly, Vina-Lux is first choice with school authorities — because it answers school floor problems better than other available materials. There is no wider or better choice of color — bright, new light-reflecting colors that help pupils see better — and add beauty to school interiors.

There is no floor easier to clean — Vina-Lux is

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Over a period of years, Vina-Lux will cost you less per square foot to maintain than any other type of resilient floors. Ask us to have a qualified representative call and tell you more about Vina-Lux — America's leading vinyl-asbestos tile.

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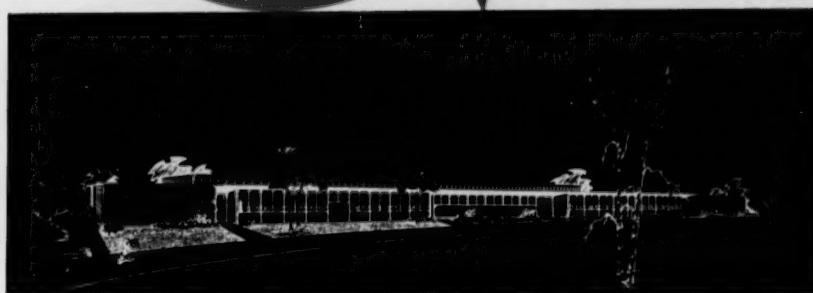
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for **K** Forward Thinking Communities



Chapman Elementary
School
Garden Grove, Calif.
Architects: Daniel,
Mann, Johnson &
Mendenhall



Orem Elementary
School
Orem, Utah
Architect: William
Rowe Smith

Climate, architectural surroundings, budget, etc. will determine the design of your new schools but, for certain, they will include facilities and features that represent the latest thinking in school design to keep them modern and efficient for years to come.

Schieber multi-purpose room equipment was specified in these schools—is in use in thousands like them in all parts of the country. Leading school architects recommend Schieber for its recognized quality construction and outstanding 24 year performance record.



Madison Elementary School
Madison, Conn.
Architects: Westcott & Mapes, Inc.

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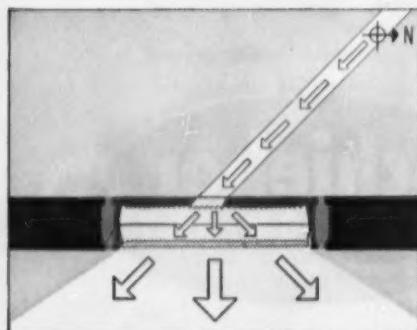
Glass panels bring cool daylight in through the roof

**Light-Selective Toplite
Roof Panels transmit
desirable light; reject
hot, glaring sun**

No longer is it necessary to confine close detail work to the area nearest the windows. Toplite Roof Panels permit daylighting of all building areas regardless of location or distance from exterior walls. Toplite Panels may be installed in continuous strip, pattern, or in individual panels. Use a Toplite panel as you do a lighting fixture.

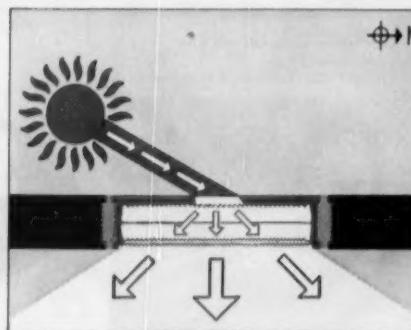


Toplite installation at Michener School, Adrian, Michigan. Louis Kingscott, Architect. W. N. Bjorklund, General Contractor. The Toplite panels and glass block act as a daylighting team to provide sufficient daylight during normal days without need for artificial lighting.



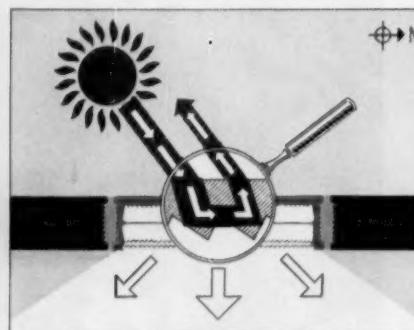
**Transmits
north light**

Maximum transmission of north light is a desirable quality in toplighting because of its uniformity and freedom from glare and solar heat. Note how the prism structure of Toplite affords efficient transmission of north light.



**Accepts
winter sun**

Since low winter sun is comparatively weak in relation to high summer sun as far as glare and solar heat are concerned, maximum transmission is again desirable. This illustration shows how Toplite accepts and transmits winter sunlight.



**Rejects
summer sun**

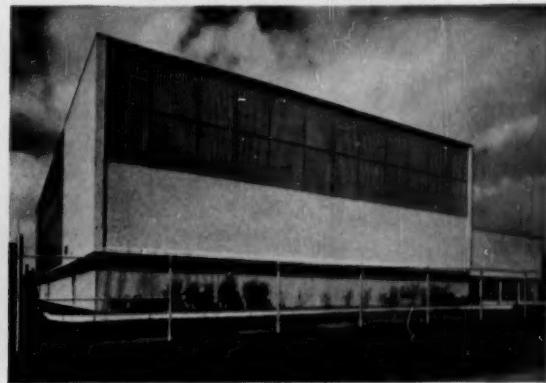
Other materials which transmit north light and low winter sun also transmit high percentages of light during the hot, summer months. Toplite rejects direct light and heat from hot, summer sun, but transmits much of the cool, north light.

Owens-Illinois Glass Block mean good daylighting . . . lower maintenance

*...in
new
schools*



Panels of Owens-Illinois light-directing Glass Block provide even distribution of daylight throughout the gymnasium area. They eliminate "hot spots," glare and harsh contrasts.



The insulating efficiency of glass block makes designs like this possible. Glass block permit use of large glass areas without excessive heat loss in the sides and front of the gymnasium.

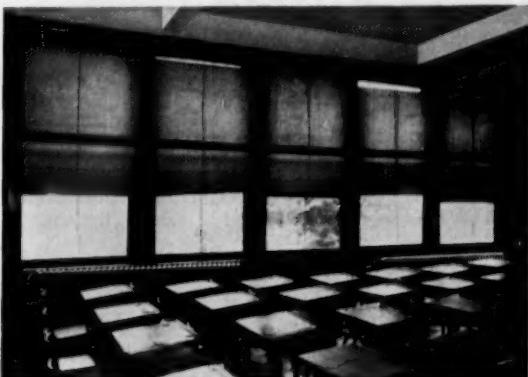
HERE IS A SCHOOL that makes maximum use of free daylight . . . is easier to heat in winter . . . is easier to maintain. The reason? Panels of Owens-Illinois light-directing Glass Block.

Great use of natural lighting has

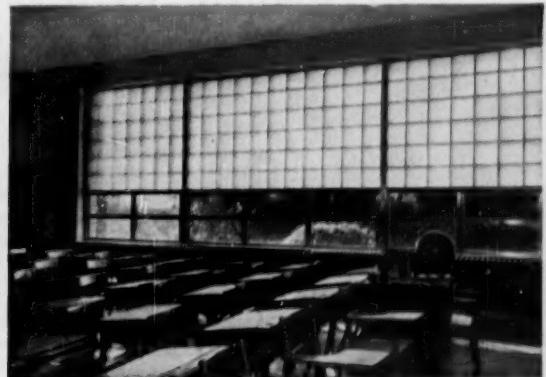
been made part of the building plan. With these panels, daylight is directed upward and diffused over all parts of the schoolroom all day long. The combination of light-directing glass block and vision strip keep

brightness at comfortable levels, provide vision and ventilation. Excessive glare and harsh contrasts are eliminated. Because glass block insulate as efficiently as an 8-inch brick wall, heating costs are cut.

*...in
old
schools*



OLD windows needed constant, expensive maintenance . . . did not provide healthful daylighting throughout the school's classrooms.



NEW panels of Owens-Illinois Glass Block insulate so efficiently and day-light so effectively, heating and lighting costs are cut.

HERE IS A SCHOOL that solved the problem of worn-out window sash. Continual, expensive maintenance of the old sash did not provide protection from wintry blasts. After sash were replaced with Owens-Illinois light-directing Glass Block, main-

nance costs were practically eliminated. Glass block won't rust or rot — are hard to break.

If you are in the process of remodeling old structures, or building new ones, don't overlook the positive advantages . . . maintenance economies;

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For complete information write to: Kimble Glass Company, subsidiary of Owens-Illinois, Dept. NS-8, Box 1035, Toledo 1, Ohio.

GLASS BLOCK AND TOPLITE PANELS
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A recently completed Day-Brite LUVEX® installation. Picture shows portion of library in the Benj. Franklin Junior High School, Champaign, Illinois. A total of 32 classrooms were LUVEX equipped.

Architects: Berger & Kelly, Champaign
Consulting Engineers: Consulting Engineering Service, Champaign
Electrical Contractor: Potter Electric Service, Urbana

Classroom problems simplified with Day-Brite school lighting...

Many classroom problems involve seeing tasks that cannot be met with outmoded school lighting. To correct this all-too-prevalent condition, more and more school officials are turning to Day-Brite School Lighting. They are choosing LUVEX—specified for more school lighting than any other fixture.

LUVEX fixtures supply the most practical answer to the "Q, Q with E" essentials of classroom lighting: (1) Quality—a glare factor of 13, well within the accepted range of comfort . . . (2) Quantity—at least 30 foot-candles on desks, tables, chalkboards . . . (3) Economy—both in installation and maintenance.

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Call your Day-Brite school lighting representative

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plete units need no cutting, no fitting, no mortising or tapping. Each door is installed and in use in minutes.

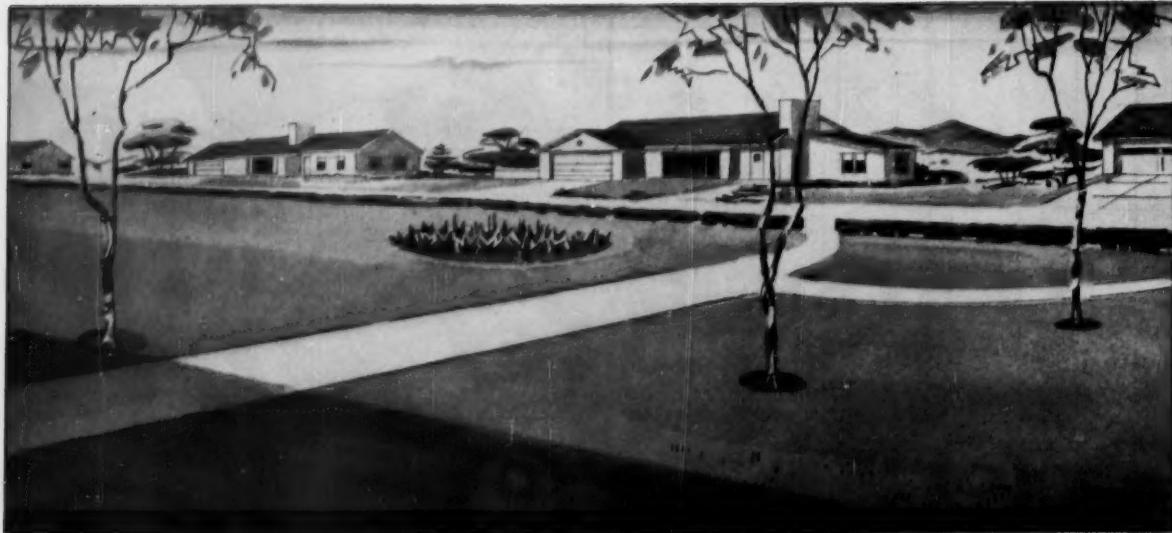
4. *You save year after year on maintenance* because Fenestra Hollow Metal Doors can't warp, swell, stick or splinter. They always open easily, smoothly. They close quietly because inside surfaces are covered with sound-deadening material.

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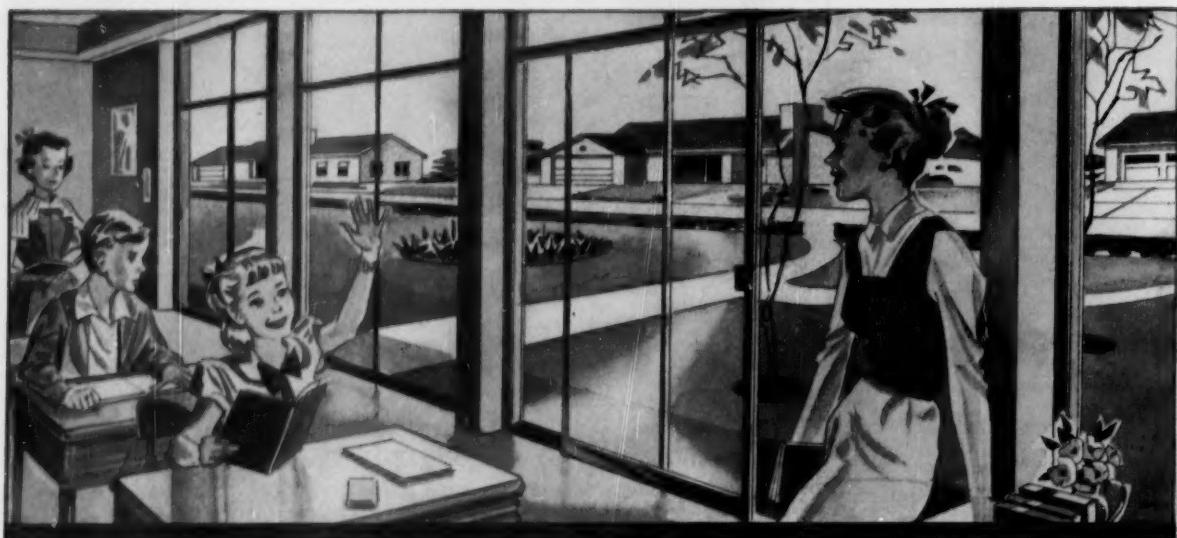
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add all this room . . .



to this room for their sake

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That's why so many schools have Daylight Walls in classrooms. Clear glass from wall to wall and sill to ceiling (or, as in the case above, sliding glass panels extending to the floor), brings the light and beauty and spaciousness of the outdoors indoors to make your school a happier place.

They cut costs, too. Artificial lighting

isn't needed so much. There's less wall area to paint and maintain, and lower construction costs. In cold climates your daylight walls should be *Thermopane** insulating glass for maximum comfort and heating economy.

Write for your free copy of "How to Get Nature-Quality Light for School Children". Dept. 4385, Libbey-Owens-Ford Glass Company, 608 Madison Avenue, Toledo 3, Ohio.

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Points to Remember

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nature of flooring made of BAKELITE Brand Vinyl Resins. Naturally, therefore, cleaning is very easy.

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**The modern way
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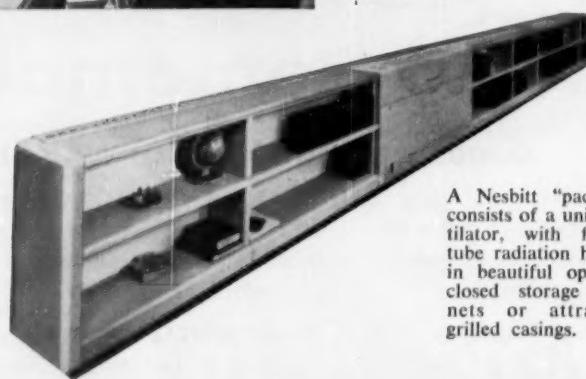
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AMEREX—new metal-and-plastic top on *American Seating Unit Tables* adds years of "Wear-Life"

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No. 528. Has the famous, exclusive 3-position, "Ten-Twenty" top; 10°-20° slopes best for reading, writing, art work; also level position for manipulative and group work.



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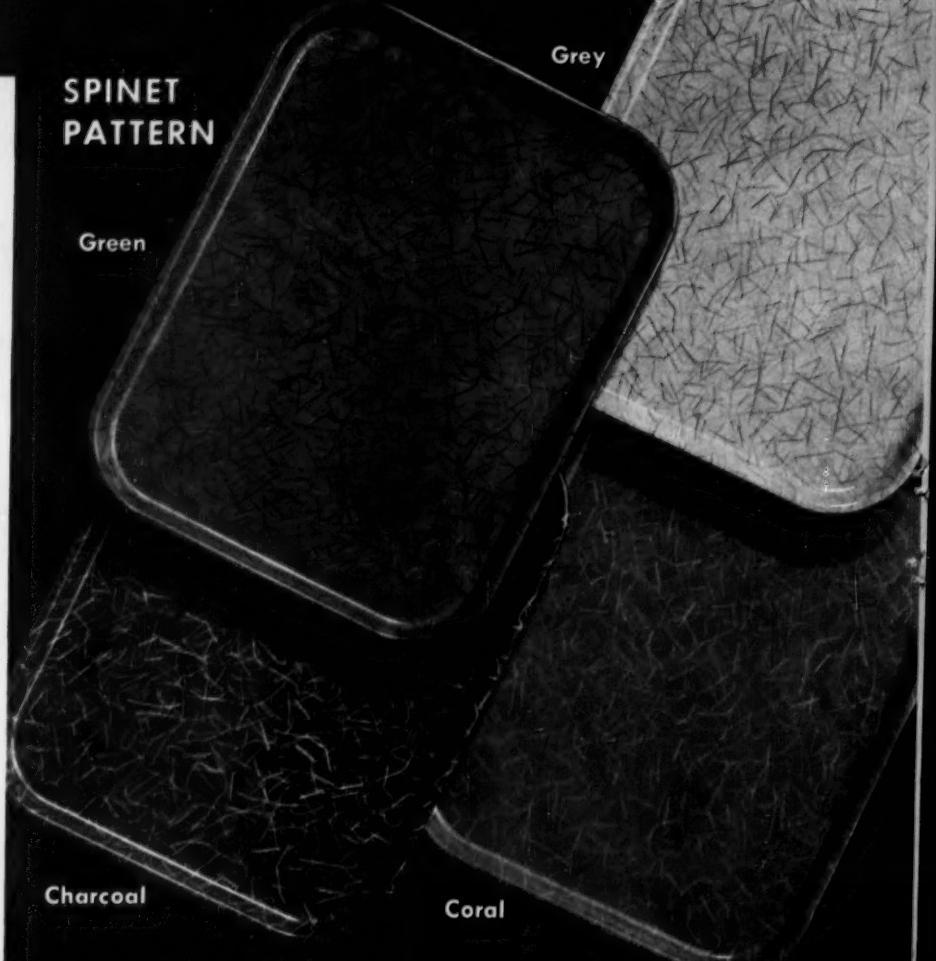
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AUGUST 1955

Looking Forward

Many Words, Little Money

ADLAI STEVENSON'S plea for immediate and substantial federal funds for public education was greeted with sustained applause when he addressed the N.E.A. summer meeting at Chicago July 6. Many were especially pleased to hear his direct endorsement of the proposal, now in similar form before Congress, that \$400 million be appropriated annually for the next four years for schoolhouse construction, to be matched by state funds.

Of even greater significance, in our judgment, was his proposal that a definite percentage of the increase in our national wealth should be set aside for public schools and distributed from federal revenues as unrestricted cash grants to the states on a per pupil basis. This picks up the conclusion of Beardsley Ruml last winter that the federal government can afford to assume a greater share of responsibility for the cost of public education.

Said Mr. Stevenson: "It is said that our national income should be rising at the rate of \$15 billion a year during the next decade. This will mean increased federal tax revenues, at present rates, of \$4 billion a year. So what I suggest, in effect, is that we agree with ourselves, to spend on education—until we have caught up with our children's needs—say 20 per cent of our federal tax collections from our new national wealth."

It's long been a popular statement that "public education is the insurance policy of a democracy." Mr. Stevenson is merely suggesting that, inasmuch as Uncle Sam is the beneficiary of such a policy, he ought to help pay the premiums.

Bribes for Jobs

DO SCHOOL boards actually seek bribes from applicants for school jobs? You've heard rumors to this effect again and again, sometimes from rather reliable sources, but seldom with sufficient evidence to be accepted in the courts or to protect a publication from libel.

Wallington, N.J., has furnished undisputed proof of attempted bribery on the part of six of the nine-man board of education. They were found guilty by a jury, June 22, of attempting to obtain a \$3000

bribe from an applicant for the Wallington High School principalship.

Three immediately resigned, but the other three convicted members attempted to continue in office. One of them—the former president—presided at a meeting "to fill the three vacancies."

When the three were again brought before Judge Arthur J. O'Dea, he told them: "This is a flagrant flouting of the laws, smacking of hoodlumism. If I had thought you were going to act in this spirit, I would have sent you to state prison."

The account in the *New York Times* identifies the men as the president of an independent rubber union; an inspector at an aeronautical plant, and a machinist.

There's another unanswered question in this problem of ethics and that is: Do teachers pay bribes? The purchase of a teaching position through the paying of a bribe is stark betrayal of the profession. The problem becomes even more involved when the "price" for a teaching position is a "contribution" to a political party or compliance with some other around-the-bush method of exacting tribute.

Here is an area which the organized teaching profession might investigate more thoroughly. We may know that such things do happen, but it takes proof and court action to establish them as print-able facts.

At the time this was written, Judge O'Dea had not pronounced sentence on the convicted school board members. New Jersey educators who have been watching the developments predict that appeals will be made. The question will be: Under what conditions is a school board member disqualified? Or, when is a school board member not a school board member?

The welfare of public schools would seem to require that board members convicted of seeking bribes should no longer be permitted to stay in office. However, attorneys point out that not so long ago a mayor of Boston continued to hold title to his office although he was serving a term in prison.

What a travesty it would be if men who seek to profit by selling jobs in the school system could continue to control the education of youth. Laws

pertaining to this or similar situations need clarifying. But the real question that the people of Wallington school district need to answer is: How did such men get on the school board in the first place?

How to Be an Administrator

IT MUST have been a most convincing form letter! The return postal card read: "Mark x here and we will bill you later." Anyhow, we now are receiving instructions by mail on how to be a better administrator. Want some pointers?

The institute sending these instructions is highly reputable, and it certainly calls the shots. It knows that no matter how well a man plans his work, interruptions arise, and soon the day is gone with much work yet to be done. As this happens from day to day, the backlog of work becomes impossible.

Remedy: *Establish priorities.* Don't think that you have to read or see every piece of mail that comes in or that every letter must go out over your signature. Let your helpers sort the mail, take care of routine correspondence, and also answer the telephone.

Do you try to keep too many things in your mind and then manage to forget one or two important tasks? *Try writing yourself notes or memorandums.* Jot down the idea the moment it occurs to you and set a time to take care of these notes later. This plan really helps, say the experts.

Do you start from scratch every time you solve a major problem? Or after you get all the facts, do you *establish a policy* from which you can quickly arrive at future decisions? You would be smart, say those who get paid for knowing, to put your decisions on paper in the form of a written policy, not only for your own future reference but also for the information of your associates.

Now comes that other word of advice so often given and so little understood: *Delegate.*

Like it or not, the successful administrator today recognizes that his success is largely determined by how well he can encourage his associates to work *with him and for him.* Many lessons stress the importance of expressing praise and appreciation to others for work well done. Make sure your workers know just what their responsibilities are. Perhaps they should analyze their own jobs and talk over with you the distribution of their time and efforts.

Now that you have the daily procedures on an efficient basis, there's still something lacking, something mighty important. It's that long-range thinking and planning. Can you get it done at the office? We doubt it. But be sure to take time and find a place to do so, says Lesson No. 1, because the top-drawer administrator is the man who keeps things moving smoothly day by day and still leads his organization on a charted program of expansion and improvement.

There's just one question we want to ask the institute: What do you do about the persistent interruptions by phone calls? If a man wants to see

you personally, he either makes an appointment or waits his turn. But phone calls break into conferences, dictation and meditation and wreck many a train of thought. And yet to refuse the call is poor public relations.

Any suggestions?

Be There, and Be Alert

SCHOOL administrators have a responsibility to *guide* rather than abandon the state and national White House conferences on education.

This admonition was expressed by Paul J. Misner, president-elect of the A.A.S.A. and superintendent at Glencoe, Ill., addressing the annual breakfast for members of his department at the N.E.A. summer meeting in Chicago.

You're so right, Paul! Those who want to manipulate these meetings to minimize federal responsibility for public schools are happy, indeed, when schoolmen drop out of the picture. In the several state meetings yet to be held, as well as at the national meeting in Washington, November 28 to December 1, the influence of educators is needed, although schoolmen should not constitute a majority of those in attendance.

The school administrator can insist that all the major problems of public education be discussed openly and fairly. He can sound the alarm if the reports of these conferences present biased findings or fail to portray the real consensus of the discussion.

Quotable

OUR almost compulsive search for entertainment is a malady that can both debilitate and destroy. The person who says he has half a mind to look at wrestling on TV tonight is adequately equipped. But you need a whole mind to educate yourself, to bring varied and complex ideas to bear on what you are doing.

"We need entertainment, just as we need sleep, but we can have far too much of it. Entertainment provides needed vitamins but few calories. We need the meat and potatoes of education."—EDGAR DALE, professor, Bureau of Educational Research, Ohio State University.

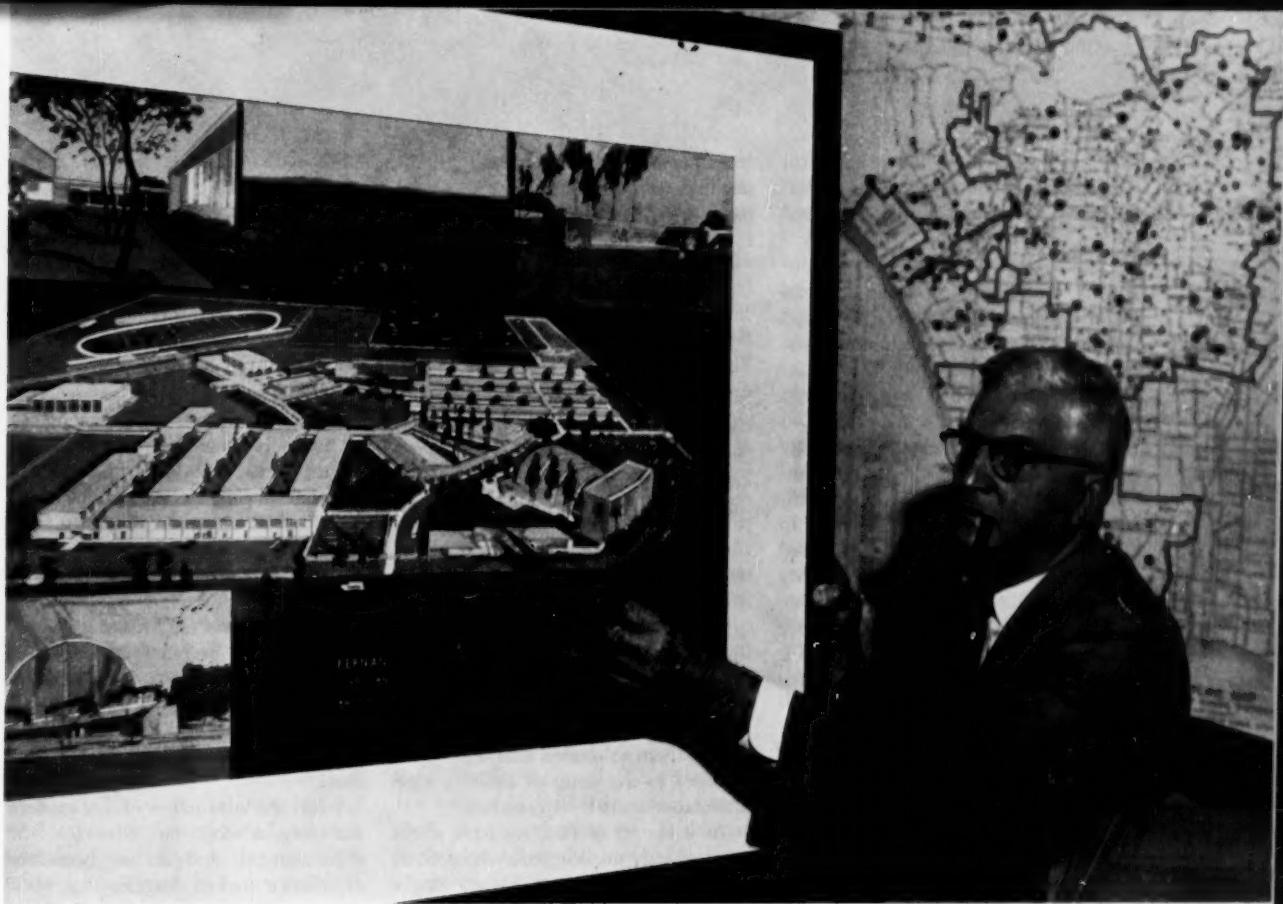
Modern Logic

YOU may have missed this U.P. story from Columbus, Ohio. So here it is for your notebook: A first-grade teacher asked her class why the ugly old troll wouldn't let the three billy goats cross the bridge.

One 6 year old offered this modern explanation: "You have to pay money to cross a troll bridge."

The Editor

The NATION'S SCHOOLS



Mr. Nibecker, in his downtown office, with a drawing of a finger type of school.

Reminiscences of a newly retired schoolman:

"School Plants Are Now Down to Earth"

A. S. NIBECKER Jr.

Business Manager and Architect, Los Angeles City Schools

as told to VERNON MacPHERSON

SCHOOL buildings—once multi-storyed, gingerbread laden, dimly lighted structures often resented by neighbors as eyesores—are now rambling, ground hugging, functional plants with smooth lines and pastel painted walls.

This "coming down to earth" is the most significant change in school design during my 30 years with the Los Angeles schools. (I retired in June.)

With this change there have been other significant revisions in the design and equipment of classrooms, laboratories, industrial arts rooms, as-

sembly halls, physical education plants, and cafeterias.

When I went to school in Los Angeles, classrooms were square, with windows on two sides. The experts said this was wrong, so rooms were reshaped to a rectangle, with larger windows on one side only. Rows of desks were arranged so that light from the windows was directed over each pupil's shoulder.

Now we've come back to the square room—considerably larger and thus more costly to build. Movable equipment and chairs and tables in varied

arrangements have replaced the old-fashioned "slip-in" desks. There are more windows and light comes from all sides.

Today's classroom is designed to be a light, airy, comfortable study room, partially enclosed by glass and scientifically lighted by fluorescent fixtures. This, of course, brings its problems, such as trying to darken the glazed areas for visual education, which is being used almost universally in modern teaching. We meet this problem by installing darkening venetian blinds over the larger windows on one

side and by putting roll-up shades inside to darken the high transom windows on the other side of the classroom.

Blackboards have become a non-glaring green; the dark hued desks of yesteryear have given way to blond furniture to reduce eyestraining contrasts, and the old-fashioned cloakroom has been replaced by enclosed storage spaces and block lockers.

Each elementary schoolroom today must have a sink and a drinking fountain and departmentalized storage cabinets. All of these "extras" add to construction costs but are considered necessary for the comfort and utility of pupils and school personnel.

In 1955 we've had to revise our thinking of 10 and 15 years ago with regard to rooms and equipment for industrial arts training. We are adding equipment and modernizing facilities in an attempt to keep school training abreast of industry, and thus our recently built industrial arts rooms are much larger than older ones were.

School laboratories have grown, too. In the atomic age they must contain more and better equipment with each room accommodating fewer students—again, at added expense.

The only structure in the newest schools that is smaller than when I was a boy is the auditorium—assembly rooms, they call them now. Instead of accommodating the entire student body as older schools did, today's assembly buildings, in order to reduce construction costs, are large enough for only about half the pupils.

Also, we locate assembly halls and cafeterias where they can more easily be used by outside groups without students and classes being disturbed during school hours. With the increased use of such halls as community gathering places, their old-fashioned place in the center of the main school building is impractical.

A building that has grown in size is the school gymnasium. A modern gym must be large enough for a full-sized basketball court with three practice courts arranged across the floor, plus adequate bleacher seating. Many of the older school gyms omitted bleachers.

School officials and board members throughout the nation are wrestling with numerous problems involved in building enough schools to meet today's unprecedented need. Some of the information they may make use of may be found in the following

questions and answers regarding architectural trends and changes, school painting and planting, and classroom lighting:

What are the advantages and disadvantages of the finger-type, one-story school plant in comparison with multistory construction?

The main advantage of the one-story building is its mobility. As most of our one-story schools are built of wood frame and stucco construction, they can be moved as the population shifts. School assembly halls, gymnasiums and other large structures of masonry construction cannot be moved so readily.

In Los Angeles we have "picked up" a number of single story buildings from areas where growing industry has replaced residences and has thinned the population, and we have moved them to schools that were overcrowded to the point of limiting class attendance to half-day sessions.

As a matter of fact, we have about a thousand unoccupied schoolrooms in multistory buildings that no longer are needed for classroom use. If these rooms were in single story units we could move them to other sites and solve a major portion of the Los Angeles school "growing pains" problem, which has more than 35,000 pupils attending "rationed" class schedules.

The mobility of the one-story building is a real economy over the years because it assures the taxpayers of receiving full value for their capital investment, the school.

Other advantages of the rambling, finger-type structures are:

1. There is less noise in the buildings with the children moving from class to class in exterior instead of inside corridors.

2. One-story buildings can be erected faster.

3. Certain "noisy" or disturbing activities, such as music, shops or home economics, can be isolated so as not to interfere with study.

4. Stairs are eliminated; children with certain physical disorders are not forced to climb stairs.

5. Possibly greater safety in earthquake, fire or other disaster is provided, although all of our buildings are designed to be evacuated completely in less than one minute.

6. Low, clean-lined schools generally fit into the surrounding residential district better than do taller structures.

Some disadvantages are:

1. Considerable land is needed because schools of the finger type require more; the sites are costlier than sites for multistory buildings. We still build schools of more than one story where site sizes are limited, but wherever we have enough land we put up the finger type of buildings.

2. Pupils must travel greater distances between classes, although we try to make the maximum travel distance 900 feet, the limit a boy or girl can walk during a class passing period.

California apparently was the first area to go all out for the rambling, one-story school building. I suppose it was natural for us to copy the Mexican type of architecture, which was in vogue here for more than a century. But in recent years we have substituted simple steel supports for the heavy masonry arches, and we have moved away from heavy tiled roofs.

I feel the advantages of our modern one-story schools far outweigh the disadvantages, and it has been our experience in Los Angeles that these attractive structures win almost immediate acclaim from the public.

Has there been too much stress placed on classroom illumination and light control?

No, not too much stress. This problem has not yet been answered completely, but great improvements have been made. We've come a long way from the old school where 6 foot-candles on a pupil's desk was enough light. Today we require 30 foot-candles.

Today our schools generally use artificial classroom lights whether the day is dark or bright. Each room has two rows of fluorescent lights. They cost more than standard incandescent fixtures to install but they pay off in the long run by using only about half as much electricity, and they make it possible for children on the far side of the classroom to see as well as the other children.

Improvements are being made continually to reduce glare and to increase light. Use of lighter furniture finishes and pastel wall colors brightens rooms and reduces contrast and thus eyestrain. Of course, the lighter colored walls get dirty more quickly and so increase maintenance costs.

In one-story schools we introduce light on both sides of the rooms and shield young eyes from direct glare.

with venetian shades and louvered screens, in addition to wide roof overhangs. In two-story buildings windows are on one side, and classrooms must depend even more on artificial illumination.

Do you feel that a limit should be placed on the number of colors used for interior painting in a single school?

I certainly do. Schools in which many colors are used cost more to paint and to maintain. One recently built two-story school wound up with a selection of nearly 100 colors.

Contractors in this area buy paint and have it mixed by the barrel at the factory. Unless each barrel is used entirely, there is waste. School jobs generally are not large enough to make use of a large variety of paint colors economically.

It was an inquiry into such waste that led us to set up a standard bank of 25 or 30 colors for painting and repainting the interiors of all our schools. We adopted the standards following a recent two-year study of paints and colors made by a group composed of paint manufacturers, architects and school representatives.

For the most part we use subdued colors inside our school buildings, permitting a few brighter colors in some offices.

When a school needs repainting our paint men take the principal and his staff into their confidence and make suggestions as to which colors should go where. Then the principal studies large color samples and makes the final selection. This system is working well, and we find the educators generally agree with our color choices. Left to pick out colors on their own, persons not trained in paint selection often choose a bright color that looks fine on a small sample but becomes far "too loud" on a large wall. Large sample cards help to avoid such mistakes.

Limiting our color bank is paying off in lowered maintenance costs, and in the long run will save on original painting contracts as well. It is not necessary for our repainting crews to mix small batches of paints to match many colors, possibly giving up in disgust and painting the entire interior in one tint.

School people, like industrial plant operators, now are aware that clever use of colors may make life pleasanter and less "institutional" than did the

old-fashioned, easy-to-maintain, single color used on all school walls. New colors greeting pupils as they pass from class to class and from grade to grade make the classrooms seem more homelike and less like single-toned "cells." Lighting experts use different paint colors to equalize illumination and to cut down light contrasts, although the color differences are often hard to detect.

Do you feel that the present trend toward the rather severe exterior treatment of school buildings is being overdone?

Personally, I don't. Some architects strain to make buildings more radical than we are now doing, but they are in the minority. We feel that the main stress should be on how to get the most out of the space and to house it as economically as you can. This can't be accomplished with embellishments or architectural "gingerbread." The success of a school plant depends upon good grouping of buildings, careful landscaping, use of colors, and accent of certain architectural features, not upon ornamentation.

With proper design, painting and planting, a school building may blend in with the surrounding residential area and be appreciated instead of resented by people living near by. Today's schools tend to "fit" the neighborhood much better than the older buildings do.

At all new schools we now provide space within the grounds for parking. A few years ago it was illegal to spend tax money for parking areas. But it makes sense, since virtually every staff member drives to work. Parking space also makes it more convenient for parents to visit schools and removes the resentment of school neighbors, tired of having cars standing in front of their homes every day.

Has standardization in school planning and construction increased economy?

Yes. In Los Angeles we have set up standards for every item that goes into a new school. With the help and advice of committees of teachers and supervisors we have studied this problem to the point where we now know what every cupboard is to be used for and have detailed specifications for elementary, junior high, and high school classrooms. School designers must make use of these standard specifications, which, we feel,

give us complete and adequate educational plants and eliminate the unnecessary.

Architects and educators by working closely together are now planning school buildings with less unused space than in older construction. With building costs as high as they are, care is in order to see that only usable space is built. The architectural profession deserves much credit for the skill shown in getting the maximum usable space in schools at reasonable costs.

Several years ago a group of pre-fabricating building firms offered to put up badly needed schools at seemingly "bargain" prices. But we discovered their offers were for buildings and did not include plumbing, lighting, cabinetwork and all the other things needed in schoolrooms.

We designed buildings and set up specifications that would permit pre-fab companies to bid competitively on contracts for completely constructed schools. Our design proved to be cheapest when all the bids were in.

Similarly, we continually test and study materials used in school construction and equipment to determine the best quality and the weaknesses in order to determine what to include in future specifications for new schools.

Another economy we have worked on is school landscaping. We endeavor to keep planting to a minimum and to arrange what we do have to cut down labor costs.

To accomplish this we concentrate most planting in one area—generally near the school building entrance—and avoid scattered, hard-to-maintain gardening.

Are school construction costs still going up?

Yes, our costs have increased about 5 per cent in the past year, with labor costs responsible for most of the jump.

While costs of different schools of like capacity will vary on account of different site conditions, the total costs of our buildings, that is the cost of construction, ground improvement, equipment, fees and inspection, have averaged—per pupil station—for elementary schools, \$790; junior highs, \$1530, and senior highs, \$2050.

Add to this the cost of the property and multiply it by the number of pupils to be served by the school and you have the total cost of a 1955 school.

Rededicate the Bridge Between School and Home

HAROLD SPEARS

Superintendent of Schools, San Francisco

WITHIN the last 30 years we have seen a continuous expansion of the interests and the activities of parent-teacher associations. To appreciate this gradual expansion, one need but page through a few of the current parent-teacher journals and compare the topics with those found in a similar number of journals of about three decades back. The movement has meant much more to its parent members than a concentration of attention upon the immediate educational welfare of the children of their respective homes and communities.

In spite of the total good done by the movement, perhaps it is well for any local association to rededicate itself occasionally to the basic principle of the movement, to the idea that a wholesome parent and teacher organization serves as the connecting bridge between school and home, a bridge across which mutual understanding and cooperation can move freely.

This bridge between school and home—the organization of parents and teachers—is suspended on loyalty and constructive effort. It is not suspended for the purpose of giving bickering and criticism a chance to move in on the school under the protective canopy of the parent-teacher name. It is suspended for the purpose of bridging a gap that is otherwise deepened by misunderstanding and lack of cooperative effort. When parents and teachers organize an association, they do not propose that the school cannot be improved. Instead, they organize for the purpose of building a better school, but they propose to accomplish their goal through constructive effort, reflecting mutual understanding and cooperation.

In keeping with this dedication to constructive advancement in education, the parent-teacher association is

on guard against the destructive forces that peck away at schools and have nothing in common with the association's systematic and wholesome program of study and improvement. It is not always easy for a parent-teacher association to appreciate this Minute-Man assignment. It is much simpler to limit the association's effort to its own constructive program, but the protective function is equally a responsibility.

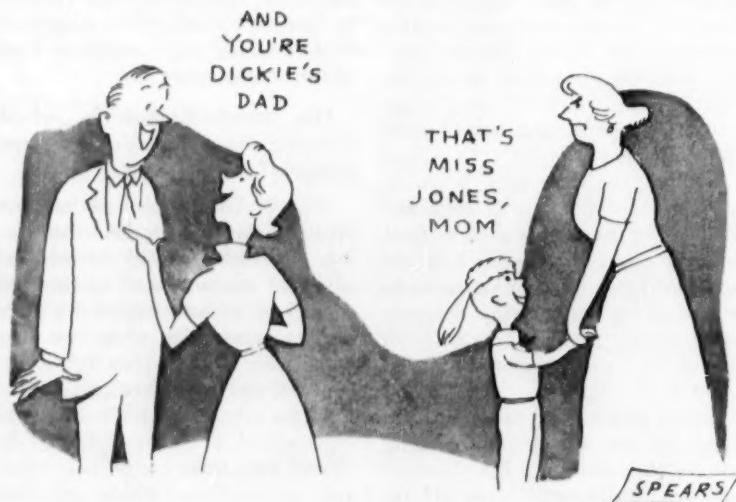
MISGUIDED CRITICS

In recent years, parent-teacher units have set up fine study programs through which parent members have come to understand better the school curriculum and the methods of teaching. Hearsay is dispelled time and time again through this firsthand study of the school. Under the leadership of administrators and supervisors, teacher members have acted as speakers and set up demonstrations in their classrooms. However, the association's work in this field does not stop with such a study program. In fact, a study program is not an end in itself, and

means little unless the parent organization then acts to dispel the influence of the isolated critics who find it easier to "write to the editor" than to take the time to ally themselves with a constructive movement for better schools represented by the parent-teacher association. A few misguided critics, with the tendencies of termites, can wreck a promising school system faster than a well meaning but complacent parent-teacher association can strengthen it.

Futhermore, out of such study programs comes the parents' appreciation of the need of better school facilities, more teachers, added services, and more school revenue. The parent-teacher movement is not founded on anything selfish and, consequently, does not ally itself with underground tendencies. Instead, it represents home and school people working together, in the open: (1) to set goals, (2) to take soundings of present locations, and (3) to move continually ahead to better schools.

This parent-teacher movement is in a position in the local community to





Illustrations by the author

counterbalance the misconceptions of education and schools that are spread through many articles and books by writers who know the sales value of conflict and place it before the welfare of schools. A good antidote for the citizen who reads one of these invitations to misguided disturbance in respect to his schools is a visit to the classrooms of the school in his own neighborhood. He could find no better host and guide than the parent-teacher association, always alert to the necessity of allaying misunderstanding and promoting better school support.

While parents work to obtain better schools in general, without a doubt their immediate interest is the progress of their own children. This is natural and desirable and the success of any parent-teacher association is dependent largely upon satisfying the individual member's desire to get in a little closer to see what is going on in the school and to have a chance to do whatever possible to help his own child's educational advancement.

SERVING IMMEDIATE CONCERN

We parents are at times a bit selfish about this matter, but we wouldn't be worth our salt as parents if we weren't. It's this common characteristic of our breed that school administrators, teachers and leaders of parent-teacher associations need to appreciate. If we are at times a bit oversolicitous in our school approach, it can be chalked up to the fact that when we moved into the parents' category, nature gave us an extra charge of protective adrenalin and it is natural for us to want to be sure that our offspring get their share of the educational advantages that are being passed out. The parent's concern about the work of the teacher, the things being taught, and the school in general is commendable.

The smart parent-teacher association knows that, first of all, parents want to meet the teachers of their children. Since the teacher represents about 90 per cent of the child's school program, this desire is most natural. Consequently, it is the responsibility of the association to try to bring parent and teacher together. This can be accomplished in many different ways, depending upon the ingenuity of the association leaders and the administration of the school in question.

OPEN HOUSE AT SCHOOL

One of the more promising means is the night open house, at which the parents meet their children's teachers in their rooms. This calls for leaving the children home that night so that parents and teachers may talk. Furthermore, auditorium programs, regardless of their value, must not cut in on the time in the rooms. Perhaps there is a night for the auditorium program, another for leisurely visitation in the classrooms.

At the elementary school level, the organization of such an evening is not difficult. With the rooms open for a period of two hours or so, and each teacher in her room, there is little excuse for the parent not getting to talk with the teacher. At the high school level, where the child has as many as a half dozen teachers, the daily schedule of class periods might be run on a shortened schedule, to assure the parent the chance to meet every teacher. The periods can be at least 20 minutes long. An open period at the end may be provided for extra conferences.

Such open houses could well be held once in October or early November and again in the spring, as regularly scheduled meetings of the P.T.A.

This is the type of program that parent-teacher officers should not have

to sell to school administrators and teachers. It is assumed that those on the school side of the home-school bridge are just as eager to meet parents as parents are eager to meet them. Whenever a parent-teacher meeting of any sort is scheduled at night, it is assumed that one of the main reasons is to make it easier for teachers to attend. In some districts, school is dismissed a period early on such days, to enable all teachers to get back for the night meeting. Professionally-minded teachers and administrators appreciate the value of such gatherings.

At the high school level, night parent-teacher meetings are common, but often the program has little to do with the school work proper and often only a limited number of teachers come out. The first night meeting of the fall is often much better attended than are later meetings. New parents "sample" the program, and once they find it doesn't bring them face to face with their children's work and teachers, attendance drops off. Parent-teacher leaders must not set up programs that waste the time of either parents or teachers. Both want to meet in connection with the educational welfare of the children in question. *The parent-teacher association that succeeds in bringing parents and teachers together will never be marked as a failure.* It reflects the original principle of the movement. Parent organizations that exclude teachers have never appreciated the basic principle of their work.

The local association, by its actions, can stand as a tower of strength in the protection and promotion of the American public school system, or it can get through the year as a miscellaneous assortment of meetings and offices, loosely coordinated and without worthy goals.

Faculty committees rate candidates in

Selecting a Superintendent

CHARLES S. MILLER

President, Area School Board, Meadville, Pa.

Chairman, Department of Education, Allegheny College, Meadville, Pa.

SELECTION of a superintendent is perhaps the school board's most important single responsibility. No one pattern of selection procedure is applicable to every situation. However, the way in which one school board went about selecting a superintendent may be of general interest, for the end result was that of satisfaction on the part of the board, the staff, the community, and the successful candidate.

The school board of the city of Meadville, Pa., knowing that the incumbent superintendent would retire at the close of the 1953-54 school year, undertook to develop a procedure for selecting his successor as early as the preceding July. The superintendent who was to retire had been in charge of the schools for 28 years. The board agreed that the new superintendent should come from outside the district, preferably from outside the immediate area. A committee of four from the seven-man board was appointed to search for a new school administrator.

The first step in the process was to draw up a statement of qualifications. After the full board agreed on qualifications, letters were sent to school administrators, placement bureaus of graduate schools of education, and various other persons acquainted with the leadership of school systems in various sections of the country. These letters described the Meadville school situation in general, the type of man desired, and the proposed salary range.

From these inquiries, which took place over a six-month period, a total of 75 names was received. The committee reviewed the qualifications of each man suggested and from the list

selected 22 prospects for further investigation. A letter was sent to each of these men giving a description of the schools and the community and outlining the challenges and opportunities awaiting a new superintendent. The men were asked whether they wanted to be considered.

Of the 22 men on the list, 18 returned the questionnaire, stating that they wished to be considered for the position.

The committee reviewed the material pertaining to each candidate and selected from the list six men who appeared most nearly to fill the qualifications originally outlined. These men were asked to come to Meadville at a specified time for an interview at the expense of the district.

Prior to the visit of the first invited candidate, a committee of elementary teachers and one of secondary teachers had been organized to assist in screen-

ing the candidates. The elementary teachers' committee included a representative from each grade level and each elementary building, in addition to one elementary principal. The secondary school committee included the principal, heads of departments, guidance counselor, director of vocational work, athletic director, and president of the local teachers association. Insofar as it was possible to organize them, the committees represented a cross section of the staff of the Meadville schools.

Each committee member was furnished with a complete statement about each candidate, an abstract of his replies to the questionnaire, and a schedule of the dates set for the interviews. Following an interview, each committee member was asked to give a written statement of his or her judgment as to the qualifications of the candidate, as well as an opinion as to the desirability of the person as super-

QUESTIONNAIRE SENT TO CANDIDATES INTERESTED IN POSITION

- | | | |
|--|-------------------|-------------|
| 1. Name | 2. Address | |
| | Phone Number | |
| 3. Year of Birth | 4. Marital status | 5. Children |
| 6. Height | | 7. Weight |
| 8. Educational Background | Degree | Major field |
| College (Undergraduate) | Degree | Major field |
| Graduate work | Degree | Major field |
| Graduate work | Degree | Major field |
| 9. Educational Experience | | |
| 10. Organizational plan of schools in your present position | | |
| 11. Major administrative emphasis in your school system in last three years | | |
| 12. Major curricular emphasis in last three years | | |
| 13. What program do you have for inservice growth of teachers? | | |
| 14. What innovations have you made in school practices? | | |
| 15. Do you have a program for supervision? | | |
| 16. Civic activities | | |
| 17. Professional activities | | |
| 18. Short statement of your philosophy of education may be included with questionnaire | | |
| 19. Give names of several persons familiar with your educational program | | |
| 20. Please enclose recent photograph | | |



A faculty committee interviews the man who was later chosen for the superintendent's job, Donald Dunnan. Left to right are Marian C. Williams, head of social studies; Galen B. Walker, head of commercial studies; Veral Rum-

mel, president of the teachers association; Dr. Dunnan; Albert J. Bender, high school principal; Hugh Miller, director of guidance; Adelaide deMaison, English department, and G. Stewart Hoffman, mathematics department.

intendent of the Meadville schools. The chairman of the school board's selection committee made it clear to faculty members that, while the board would not be obligated to base its final selection upon the faculty ratings, it would give serious consideration to the reports of the faculty committees and would weigh them carefully in making a decision.

ITINERARY PLANNED

Candidates for the superintendency, upon arrival in Meadville, were given a planned itinerary for the day. During the first two hours candidates accompanied the retiring superintendent on a tour of the buildings of the community and had the opportunity to discuss with him various aspects of the administration of the schools. For an hour before lunch the committee from the elementary school faculty met with the candidate to discuss various matters relating to the conduct of the schools. At noon the candidate lunched with a member of the board of education and at 1:30 p.m. met for an hour with the secretary and business manager of the board. This gave the candidate an opportunity to discuss various matters pertaining to the business and financial operations of the schools. At 2:30 o'clock a conference with the faculty committee of the secondary school was held. At 4 p.m. the candidate met with all seven members of the board of education. At 6:30 p.m. the candidate had dinner with one of the board members and his wife.

This very full day gave many affiliated with the Meadville schools an opportunity to meet each prospective candidate. The candidate, in turn,

had an opportunity to become acquainted with many of the persons affiliated with the schools and to learn about problems with which the district was faced.

The meeting with the board gave it an idea of the prospective superintendent's philosophy of education, and a more detailed picture of his experience. As Meadville had voted to place on the ballot in November the question of forming a union school district with three neighboring districts, the board wanted to know the candidate's experience in similar situations. The proposed new school district would require erection of a new senior high school and the reorganization of area schools from an 8-4 plan to a 6-3-3 plan. Candidates' knowledge and experience in these matters, therefore, were of concern to the board.

When all the interviews were over, each board member reviewed the reports of the faculty committees. The teachers had been asked to rate the various candidates in order of preference.

BOARD, TEACHERS AGREE

The board met to find that the first and second choices of the individual board members and the weighted ratings of the teachers groups agreed. The committee for the selection of the superintendent then visited the school district in which each of the first two candidates was serving as superintendent. In the visit to the two communities the committee members not only concerned themselves with the opinions of those to whom the superintendent had referred them but conferred with many others too.

When the selection committee came back to Meadville, the board decided to invite the two leading candidates and their wives to meet with the board. As on the previous visit, housing arrangements were made and all expenses of the visit were paid by the school district. Each candidate met with the board in the afternoon, and in the evening he and his wife met with the members of the full board at dinner. The purpose of the second meeting was to clarify the candidates' position on a number of policy questions with which the Meadville board was concerned. The board had determined to eliminate the dual control of the schools that had been in existence for many years and to name the new superintendent chief executive of the school district. Salary requirements were discussed with each man.

UNANIMOUS AGREEMENT REACHED

Following conclusion of the interviews with the finalist candidates, a full and detailed discussion of the qualifications of each was undertaken by the board. A polling of the board showed unanimous agreement as to which of the two candidates should be offered the position. In accordance with Pennsylvania laws, a four-year contract was proffered to the successful candidate. This he immediately accepted.

One outstandingly successful technique employed by the Meadville board was that of enlisting the assistance of faculty committees in evaluating candidates for the superintendency. While this procedure has been used in connection with the employment of college and university administrators,

it has been used infrequently in connection with employing public school administrators. Because of the long tenure of the previous superintendent, there was some uneasiness as to the effect of a change in administration. However, the fact that the teachers could talk with the men, ask questions in regard to their policies, and know them as individuals was reassuring to the whole staff.

Members of the board of education felt that they had gained new insights into the problems with which their schools were faced and that they saw the local problems in clearer perspective.

Based upon the experience of the Meadville school board, the following criteria are recommended to any community seeking a superintendent for the school system:

1. Allow adequate time for the selective process to proceed in an orderly and unhurried manner.

2. Carefully spell out the job requirements and the qualifications which the board seeks to find in applicants.

3. Protect the names of all candidates from publicity in order that their employers not be unduly or unnecessarily disturbed.

4. Let the school board "seek the man."

5. Enlist the cooperation of as many agencies as are available in finding candidates for the position.

6. Enlist the cooperation of the faculty of the local schools for the "screening" process.

7. Be sure of the candidates' interest and qualifications before beginning the interviewing process.

8. Grant candidates interviews with individual board members or the board as a whole only upon the direction and approval of the full board.

9. Be sure that the candidates who are interested and who are being seriously considered are fully informed in regard to local problems and that they have a fair chance to acquaint themselves with all aspects of the local school situation.

10. In seeking information in regard to candidates go to as many sources as possible. References given by the candidates themselves obviously will be favorable. Seek opinions from others than those immediately connected with the school system in which the candidate is employed.

11. Give full publicity to the procedure which the board is employing to try to find the "right man."

party to the conflict from taking the child from school. Such requests should be honored only if legal status is established. Permission should be given in certain cases for the person thus prohibited to see the child in the principal's office. The principal should remain close by. Great care, deep understanding, caution and tact must be exercised by school administrators in these situations.

4. Children should be released for days of religious observance upon request of their parents. A note signed by the parent must be brought prior to the day of observance.

5. In the routine of some schools, children travel during school hours from their own to another school for instrumental music lessons or to clinics. Signed permission must be obtained from the parent before such trips are made.

6. Teachers should be instructed not to admit otherwise unauthorized visitors to the classroom without a note from the office. Signs on school doors should so instruct the visitor.

7. Principals should make every effort to prevent the use of school lavatories by the general public during those hours when children are in the school.

8. An elementary school child should be sent home during school hours only with the parent or with another authorized and reliable adult if the parent is not available.

9. Requests for released time for dental and medical appointments are honored, but appointments after school and on nonschool days are desirable. If circumstances make that impossible, "what is best for the child" is the determining factor.

10. School authorities should weigh each individual case because the school is obligated to protect the health and safety of all its pupils.

In presenting the rules, the joint committee declared:

"The child is entrusted to the school by the parent, not voluntarily but because education is compulsory. Compulsory education places a grave obligation on school administrators to be completely assured of the validity of requests for the release of children and of the identity of those who make the request. The school is responsible for the child, and responsible to his parents, and the brief hours in school are of such importance to the growth and development of the child that they should be guarded from interruption."

Tighten Up the Rules

to avoid kidnapping and similar tragedies

THE kidnapper, the parent denied custody of his child, the half-orphan's warring grandparents—these are persons who might turn up at the school or classroom door asking for a child's release from school.

When without much thought a principal or a teacher delivers up the child, he may find himself and the school system involved in a front page sensation. After every abduction or undiscriminating release from the school premises, the school administrator spends some disturbed nights, but gradually he and his staff may relax into their former state of trustfulness.

To foil the kidnapper or other unauthorized person who seeks the release of a child from class, a set of pro-

cedures has been drawn up by a joint committee of the National Education Association and the American Medical Association. These are the rules:

1. Children should be released from school only to their parents or to persons authorized by their parents. The school principal should check carefully to make certain that the person claiming to represent the parent is so authorized. The check may be made by telephoning the parent for confirmation or by having the child identify the caller.

2. Children should be released to police officers only if a warrant is issued.

3. In cases of family dissension, a request often comes to prohibit one

Prediction of Enrollments

includes in-migration of preschool children

DONALD P. MITCHELL

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ANY reasoned estimate of future educational needs for teachers, buildings and finances is based upon some systematic prediction of future enrollments. The most common methods of predicting future enrollments take the past experience in any area and compute percentages by dividing the number of those attending kindergarten or first grade by the number of children born five or six years earlier. This comparison and the resulting percentages are then computed between each of the other grades and these percentages, or an average of two or more years of experience, are used to project future enrollments. This method assumes that all the factors influencing school enrollments will continue in the future *and* in such a way as to maintain a constant percentage relationship between any two grades.

In a number of instances, particularly in growing or declining communities, this has not been the case. It is advisable to examine each of the variables influencing school enrollments and, if possible, quantify them numerically. Examination of the birth rate, in or out-migration, retardation, drop-outs, available land, private and public housing developments, private school attendance, and plans for private school construction are a few of the variables that have been investigated and quantified numerically in prediction work to date.

The high birth rate since World War II has held the focus as the central cause for increased school enrollments. This is the case in a number of communities, but in others a factor influencing these skyrocketing figures is the movement of the population from the densely inhabited core cities into the less populated adjacent areas. Without complete data concerning the movement in and out of

a community, it is extremely difficult to predict the net impact on enrollments of such a relocation of families.

At this time, our attention is turned to a device that has been helpful in working on that group of children that has the most immediate influence on future enrollments, the children between birth and school entrance age. This article concentrates on determining the migration of preschool children into a community in order to forecast future school enrollments.

Two pieces of information on each child are needed for this analysis: (1) the year that the child was born, and (2) the year that the family moved into the district. Before proceeding, however, it might be wise to state some assumptions underlying the procedure. These are:

1. There is a need for the determination of in-migration of children.
2. An enumeration of preschool children is available or can be instituted.
3. This is but one piece of data and might be most valuable when used in combination with other facts.

In all cases to date the material has been gathered in conjunction with a census of children. The census might be taken by individuals appointed solely for this function, regular school personnel or teachers on released time,

P.T.A. members, interested citizens, or some combination of these.

To illustrate this procedure, let us examine some data gathered in a small but rapidly growing New England community, Concord, Mass. The questions asked concerned the date the family moved into the community and, of course, the birth date of the child.

Table 1 lists the number of children born in 1948-52 who moved to Concord between Jan. 1, 1948, and Oct. 30, 1952. For example, a glance at Table 1 shows that 25 children born in 1951 were members of families that moved to Concord in 1952 and eight children were born in 1952 to families that moved there in 1948.

Children born in 1948 to families that moved into town *after* 1948 were all migrants. Of those children born in 1948 who were members of families moving to Concord in 1948, it is assumed that one-half were born before the family moved in and one-half after it moved in (*i.e.* of the 16 listed in this 1948-1948 group, eight were born in Concord and eight moved in). In the case of odd numbers, the extra one in every other case is credited to "migrants."

To proceed with the analysis, a look at the column headed "Moved to Concord in 1950" gives an example

Table 1—In-Migration of Preschool Children in Concord

Born in	Moved to Concord in					Total
	1948	1949	1950	1951	1952	
1948.....	16	12	17	22	16	
1949.....	6	11	14	25	19	
1950.....	16	10	10	28	22	
1951.....	10	11	9	37	25	
1952.....	8	11	14	34	15	
Migrants.....	8	18	36	93	90	245
Number of age groups.....	1	2	3	4	5	15
Migrants per year.....	8	9	12	23+	18	16

of the total number of migrants in any one year. All 17 born in 1948 would be classified as migrants as would all 14 born in 1949 and one-half of those born in 1950 or five, giving a total of 36.

The first row at the bottom of Table 1, listed as "Migrants," shows the number of children of preschool age who have moved into town since 1948. The next row indicates the number of the present preschool age groups that migrated in that year. The last row in Table 1 indicates the average in-migration for each age group and is derived by dividing the number of migrants in each column by the number of age groups. It can be seen when these figures are examined that the in-migration for each of these groups moving to Concord in the last five years has ranged from eight to 23 children, with an average of 16 children for each age group each year.

It should be remembered, however, that this is a measure of in-migration and any figures used for enrollment projection should take into account any out-migration. This figure balancing in and out-migration would be a net migration.

Some further information may be gleaned from these data as to the net migration of children of preschool age into Concord *each year*. Study Table 2, which lists the number of births for Concord and the number of children enumerated on the preschool census.

For each age group a larger number of children is enumerated on the Concord preschool census than is listed as born to Concord residents—an indication of movement into the community.

To examine this further we may attempt to estimate the rate of movement into the community by dividing this difference by the number of years involved. Obviously there has been a five-year lapse since 1948 and only two years since 1951. This is shown in Table 3.

If a period including the 1952 estimated figures is considered, a total difference of 110 divided by 15, or an annual migration figure of 7+ per year, is calculated. It seems reasonable in light of other factors to presume that such net migration—*annual* increase in the number of preschool children per age group—is taking place.

The effect of the movement of seven children per age group each year will

Table 2—Difference in Registered Births and Census

	1948	1949	1950	1951	1952	Total
Preschool census.....	178	204	180	201	180*	943
Registered births in Concord.....	148	174	157	179	175	833
Difference.....	30	30	23	22	5	110

*1952 figures are estimated

Table 3—Calculation of the Annual Migration

	1948	1949	1950	1951	1952	Total
Difference.....	30	30	23	22	5	110
Number of years.....	5	4	3	2	1	15
Annual migration.....	6	7+	8+	11	5	7+

*No correction is made for mortality in this estimate in order to predict a conservative figure. A mortality adjustment would add about one child per year and make the migration factor 8.

Table 4—In-Migration of Preschool Children in Arlington

	1948	1949	1950	1951	1952	1953	Total
Year Born							
1948.....	48	62	92	67	71	48	653
1949.....	90	55	85	88	69	67	630
1950.....	70	69	77	68	98	70	624
1951.....	56	84	118	94	127	74	706
1952.....	57	69	105	114	125	106	724
1953.....	41	48	54	91	139	58	271
Migrants.....	24	89	216	270	428	394	1421
No. of age groups....	1	2	3	4	5	6	21
Migrants per year.....	24.0	44.5	72.0	67.5	85.6	65.7	67.6
Post-migration births....	338	307	315	252	201	29	1442
No. of age groups....	6	5	4	3	2	1	21
Post migration birth per year.....	56.3	61.4	78.7	84.0	100.5	29.0	68.6

be an additional 35 children over the number of births listed by the town clerk.

Application of the migration factor against the best data available—the preschool census—should give us a potential enrollment for the immediate period ahead. This would have to be tempered in view of factors such as nonpublic school enrollments, as this figure is the total potential school age population.

Another example can be shown from a recent study in Arlington, Mass. When the preschool census was conducted the question was again asked: When did you move to Arlington? A table similar to Table 1 was made for each of 34 study areas in Arlington to locate the sections of the town with in-migration. Table 4 is a summation of the tables.

The "migrants" line in Table 4 totals the number of children for parents who moved in that year and the next line totals the number of the present

preschool age groups. Dividing the first by the second, we have the average number of children per age group migrating to Arlington in that year. For example, the parents moving to Arlington in 1951 had 270 children classified as migrants and as they had four of the present preschool age group the average is 67.5 children per age group. The average for all six groups is 67.6 children for each age group per year.

When both the children and the age groups are totaled, the post-migration births per year to parents moving to Arlington can be compiled. These post-migration births range from 56.3 to 100.5, with an average of 68.6 births to each of the age groups each year.

Before we leave the migration of preschool children, some other facts should be noted from Table 4. The third from the bottom row in this table shows the total births for each group after the parents moved to

Arlington. The parents moving to Arlington from 1948 through 1952 have been contributing from 56 to 100 children each year. This is dramatically shown in Table 5.

Column 2 shows the total allocated births for Arlington for the respective years while column 3 indicates the number attributed to those people who have moved into town since 1942. While the total population increased only 10 per cent during the entire period from 1940-50, it can be seen that this new group has been a considerable force in accounting for far more than 10 per cent of the births each year.

In addition, it is shown in Table 6 that a large number of children were born to these recent migrants just previous to their moving to Arlington. Again, it can be said that these births increase the total number of children in each age group by more than the 10 per cent over-all population increase might indicate.

Both of these facts have implications for Arlington. The allocated birth figures for any one year do not show a complete picture as long as in-migration continues. Large numbers of children are being added to these groups each year by this in-migration. The parents moving into Arlington

are responsible for a considerable portion of the births each year. If and when this in-migration is halted, as indicated in the early 1960's because of the saturation of housing, the birth rates and births per year will have to be carefully watched in anticipation of some change as these groups become a part of the stable population.

When certain study areas in Arlington were examined, it was found that more children were enumerated in the six preschool age groups than in the entire 13 in-school age groups. These particular areas were investigated in greater detail.

Tables 7 and 8 are similar to Table 1; the year families moved into an area of Arlington is listed in the column across the top of the table and the years that their children were born are listed in the rows down the table.

It can be seen from Table 8 that in-migration in Bishop IV has been negligible, but with the 53 building permits issued in 1952 and early 1953 an in-migration might be anticipated in this section of the town.

The preceding examples have attempted to show how this device can be used to quantify in-migration of preschool children in two different situations. The description of the use of this method in Concord has pointed out the possibilities of using the information gathered in conjunction with local registered births.

The explanation of the experience in Arlington indicates the possibilities of using this method of determining preschool migration and also to quantify roughly the post-migration births that can be allocated to these recent migrant families. The last examples have attempted to indicate the use of this method in combination with a number of other pieces of information such as allocated birth figures and building permits.

While it is not presumed that the examples given are the ultimate in the possibilities of determining the in-migration of children, they do illustrate some of the directions in which this method might be helpful. Administrators are constantly faced with the pressing problem of estimating future school enrollments as they relate to future demands for teachers, buildings and finances, and it is hoped that this method may give some indication as to the migration of preschool children, thereby giving them some preview of the magnitude of the coming problems.

Table 5—Comparison of Post 1942 Migrant Births to the Total Allocated Births 1948-51

Year	Total Allocated Births	Births to Post 1942 Migrants
1948	405	289
1949	809	294
1950	846	319
1951	908	458

Table 6—Total Children per Age Group 1948-51

Year	Total Allocated Births	Births to Parents Before Migration	Total Children per Age Group
1948.....	405	364	769
1949.....	809	337	1146
1950.....	846	274	1120
1951.....	908	248	1156

Table 7—Migration and Births in Crosby IV

Year Born	1948	1949	Moved to Arlington in				Total
			1950	1951	1952	1953	
1948.....	7	2	19	2	9	1	
1949.....	18	3	12	1	5	1	
1950.....	13	11	6	1	13	1	
1951.....	11	9	14	4	8	3	
1952.....	8	6	18	5	18	4	
1953.....	3	2	1	3	3	2	
Migrants.....	4	4	34	6	44	11	103
No. of age groups	1	2	3	4	5	6	21
<hr/> Total migrants (103) = 5 children per age group per year							
<hr/> Total age group years (21)							

Table 8—Migration and Births in Bishop IV

Year Born	1948	1949	Moved to Arlington in				Total
			1950	1951	1952	1953	
1948.....	0	0	0	1	0	1	
1949.....	0	0	0	0	1	1	
1950.....	0	0	0	0	0	2	
1951.....	0	0	0	1	1	2	
1952.....	0	0	0	0	1	0	
1953.....	0	0	0	0	0	0	
Migrants.....	0	0	0	2	3	4	9
No. of age groups.....	1	2	3	4	5	6	21
<hr/> Total migrants (9) = 0.4 children per age group per year							
<hr/> Total age group years (21)							

Omaha clears a slum area,
then the school system
and parks administration
turn it into a

SCHOOL AND PLAY CENTER

HERE'S what happens when the city recreation department joins the public school administration in building a real community school. A Kellom Elementary School and Community Center comes into being as a practical, working expression of civic unity. This is a school and play center for many hundreds, young and old, Negro and white, in Omaha, Neb.

Omaha's experience is a recommendation for the community approach in planning, building and operating a facility of this type. After two and a half years of use, its \$1.5 million plant is proving its worth. "It's a dream fulfilled," comments Edythe K. Hall, principal of the Kellom School.

The dream she refers to is the concept of the City Planning Commission, which presented the idea of a community center of this type a decade ago. The commission had found an area of 15 acres near the downtown

district which it regarded as suitable for slum clearance and community development.

"Here is presented a golden opportunity," the commission stated at the time, "for the city and the school district to provide a combined school and recreation center." It sketched such a development in some detail.

Step by step the vision materialized. First, the site. School district and city joined in acquiring it. The planning was done by the cooperating agencies. The Parks and Recreation Commission of the city took charge of the open spaces, including the building of an outdoor swimming pool for day and night use. The school district, of course, took responsibility for planning the school.

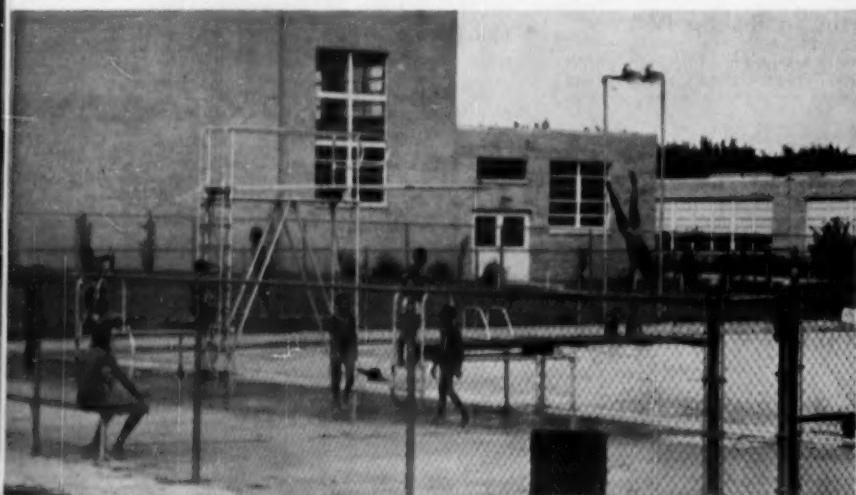
The district in turn called in interested groups to help in its part of the work. Not only did it invite parents to have their say, but it called in the

children of the six elementary grades who were to use the school building, so that they might have a part in it. Guided by school personnel, the planners first considered the school program to be carried on in the new structure, then studied ways of building to fit the needs of the program. When architect and contractors were engaged, the community planning group worked with them.

Outcome of this kind of planning is a truly functional building. It is a one-story structure designed to meet the needs of pupils from kindergarten through sixth grade, as well as of teenagers and adults who use the building, playground and pool after school hours. The children received major attention. The 22 classrooms are scaled down to children's size. Door knobs are at just the right height for small hands to grasp. Ceilings are lower than usual so as to give the rooms a cozy and

Omaha's city recreation department built the outdoor swimming pool. Young and old, Negro and white, use it. Night lighting makes the pool popular in the evening.

The Adult Recreation Council sponsors talent shows; a popular feature of these is the men's barbershop quartet, which is always ready to burst into "Sweet Adeline."





A ceramic display of objects made by adults in one of the evening classes. The board of education provides a potter's wheel and kiln for the recreation program.



Seventh and eighth graders are enjoying table tennis as part of the afternoon recreation program, which employs the services of both school and park commission personnel.

homelike feeling. Working equipment varies in height for each room, depending upon the age group of the children.

There are two kindergarten areas. Each has its own entrance, toilets, play space. The floors of both are warmed by radiant heating so that youngsters may sit on or close to the floor and be comfortable.

But adult needs were not forgotten, either. Many rooms were planned for multiple use. For example, the audio-visual room, seating 195, is used for movies, speech programs, and music by day, while after school hours it serves as a meeting room for community groups. The school cafeteria likewise has a double function. When the lunch period is over, it can be used as a game room. (It has space for six table tennis games at once.) Or adults may hold their group dinner meetings in the school cafeteria.

The school gymnasium is planned so that several groups can use it at one time. It measures 55 by 90 feet.

Just as the school district and city worked together in building the center, they are now cooperating in carrying on its activities. The board of education assumes full responsibility for maintaining the school building. The Parks and Recreation Commission maintains the swimming pool, and, in summer, the playground. It staffs the pool, summer playground activities, and the year-round recreational activities. The board of education provides all the craft equipment for the recreation center.

Planning and carrying through the recreation program is also a community enterprise. Certain adults from the community form an advisory council and serve as volunteers in this work. School personnel and the staff of the Parks and Recreation Commission plan

classes and group activities. There is an afternoon program for children under 12, with crafts, dancing, games and sports, plus, for the youngest, story hours and rhythm activities. For older people, there is an evening program which provides club meetings, dancing, dramatics and musical groups, as well as crafts and sports.

The community response has been excellent. Civic groups, the parent-teacher association, boy and girl scouts, and others have made this a center for their activities. The swimming pool is in use evenings as well as during the day.

The various activities being offered, such as crafts, dramatics and music, bring an attendance of about 500 persons a week. The community is reaping the benefits of the project it produced by cooperative effort.—*Information provided by EDYTHE K. HALL, principal, Kellom School.*

The tumbling team at Kellom School is a product of the community unit's large gymnasium. Several sports groups make use of the 55 by 90 foot room at the same time.

Here 12 year old boys are using the community craft room for after-school handwork. The school owns the electric saw, workbenches and tools. Adults use them, too.



THEY CALL IT THE CAREER CARNIVAL

ROBERT H. PLUMMER and VIVIEN INGRAM

Placement Supervisor and Consultant, Flint Public Schools, Flint, Mich.

IN A single package labeled "College-Armed Forces-Career Day and Carnival," we gave 7000 teen-agers in our community a look into their futures.

It had been our experience that considerable school time was being lost through interruptions during the year by college, armed services, and career groups for interviews, assemblies, trips and demonstrations.

Last fall we combined all these into one comprehensive program. It was carefully planned and sponsored by the schools in cooperation with local business and industry through the chamber of commerce, manufacturers association, trade unions, and local representatives of all branches of the armed forces.

On Oct. 19, 1954, the pupils of Central High School were released from regular classes and were scheduled to attend a series of interviews, assemblies, displays and movies to help them get a broader view of the opportunities for work in our community and to plan for future training in our colleges and universities. Next day, a similar program was provided for students of Northern and Technical high schools.

Students selected one or more of the following planned activities:

1. A Career Carnival where Flint's job opportunities were demonstrated by 52 booth exhibits representing 24 major areas of career opportunities in Flint and Genesee County.

2. Interviews and small group meetings with representatives from business and industry. One hundred and six persons from the community participated in this activity.

3. Interviews and small group meetings with representatives of colleges. Sixty colleges were represented.

4. Interviews and small group meetings with representatives of the armed forces. Ten different branches of the armed forces were represented.

5. Demonstrations and movies on good grooming, technics in interviewing, career planning, and good business relations.

6. A general assembly covering general information about college,

scholarships, jobs in Flint, and trends in careers.

A typical program for an upper-classman was two interviews with college admissions officers, a visit, the carnival, lunch, and then two career interviews. This program varied with the student, since many of the senior boys were eager to discuss future possibilities with members of the armed forces, and the movies and general assemblies were designed principally for 10th grade students whose interests were not as definite as those of the juniors and seniors.

Planning the Carnival. The Career Carnival and the career interviews were organized by the public school placement service and the placement counselors in the high schools. In the spring, in advance of the proposed fall carnival, preliminary talks were held with the executive secretaries of the manufacturers association and the chamber of commerce. Two weeks later a breakfast was held in one of the new community schools. A typical career booth was displayed, and the idea of the carnival was explained to representatives of business, industry and the schools.

Later, a repeat breakfast was held. At it a tentative decision was made to plan a fall carnival with provisions for an equitable representation of Flint area career opportunities as follows: (1) heavy industry—15 booths, (2) commerce—26 booths, for retail, small industry, business and finance, (3) all others (schools, social agencies, armed forces, and professions)—12 booths. A carnival manager was appointed from the staff of the superintendent who could devote a month's full time to the project.

The emphasis of the Career Carnival was to be on job opportunities and live or visualized job demonstrations. This did not preclude the use of the firm's name and products in the booth exhibit. But it was not a product advertising stunt or an industry "good will" campaign. The schools reserved the right to suggest changes if it was felt that an exhibit was not appropriate.

Job Interviews. Interviews and small group meetings with employers were set up after a poll was taken of student interests in each school. The teen-agers selected 30 areas they wanted represented. Since no employer was asked to stay more than two school periods, 106 men were needed to cover the 30 fields.

College Interviews. The college day interviews were set up by the deans of the high schools. Work started early the previous year, when the date was cleared with the College Admission Counselors Association, which advertised the date in forthcoming bulletins. Considerable counseling took place with the students previous to their making a choice of the college representatives with whom they wished to confer. After choices were made by the students, the college admissions office was notified as to the number of interviews it might expect. A college representative might come if he chose, even though there were no interviews scheduled.

The Armed Forces. Invitations were issued to the local personnel of the U.S. Army, Navy, WAVES, Air Force, N.R.O.T.C., Naval Reserve, Naval Air Force, and Marine Corps and the National Guard to talk with small groups of seniors and juniors about the training opportunities offered by our armed forces.

General Meetings. The demonstration on good grooming and job interviews was put on by the retailing division of the Flint Junior College. Films were furnished by various industrial firms. All advertising and identification were removed from the films, but credit was given to the companies furnishing them. The general assembly was set up for 10th grade pupils to acquaint them with educational opportunities (scholarships and college training), job opportunities (the scope of employment in our own community), and qualities employers expect (personality, attitudes and good work habits). This assembly consisted of three 12 minute

Four booths at the Career Carnival. The show was kept open in the evening so parents could attend.

presentations by a college admissions representative, a community research council director, and the chief of the state employment service in Flint.

Evaluation. Industrial and business exhibitors and consultants said that they were much impressed with the seriousness of purpose demonstrated by the students as they visited the various booths. At a breakfast meeting of exhibitors there was a unanimous request for a carnival next year.

Visiting school personnel from several Michigan cities also reported evidence of good preparation of students for the event. One guidance man said, "In my experience in the field of counseling and guidance, I have never witnessed such a practical demonstration in career planning."

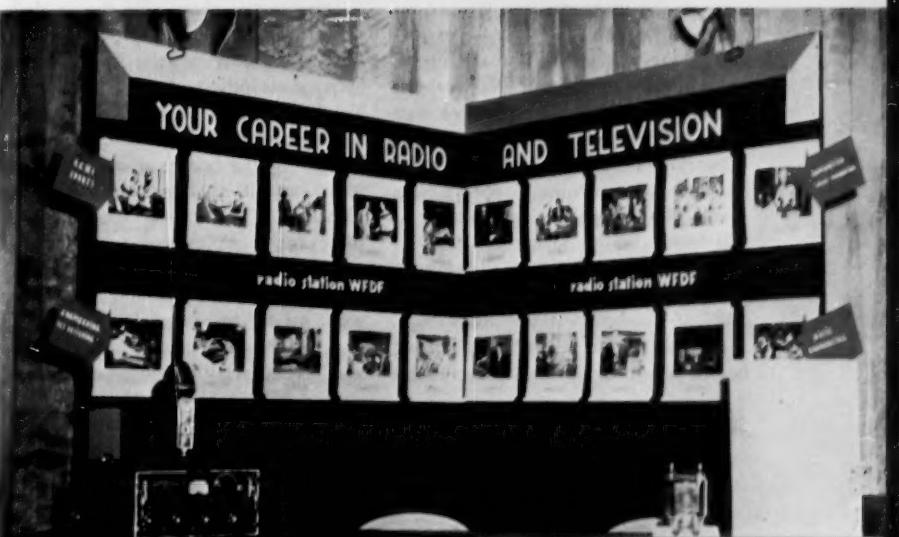
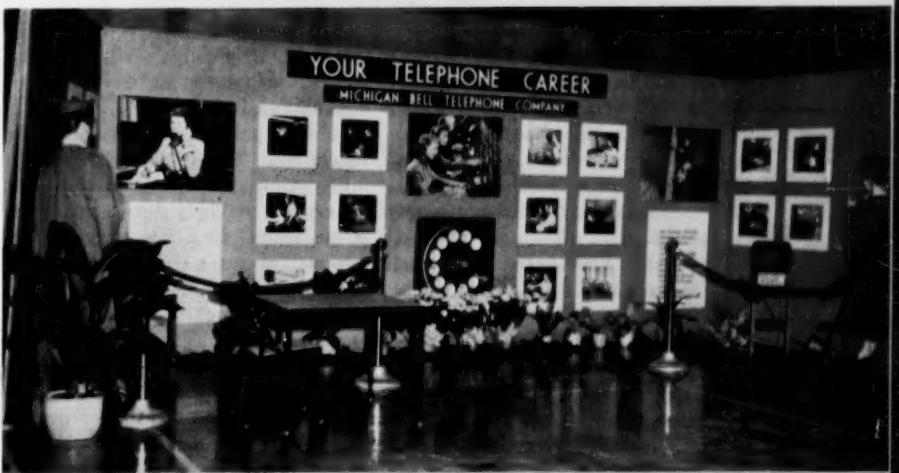
Parents and teachers reported that the college-career day helped to stimulate a wider interest in job opportunities among our students. Many of the parents were as much interested as the students were. Because of parental interests, the carnival was kept open one evening, a plan that will be expanded next year as a result of the excellent response.

At the end of the day, when students returned to their homerooms to fill out their evaluation sheets, their greatest criticism was that they had to rush from one activity to another and did not have enough time to see all the exhibits or to attend all of the sessions that they wanted to. Our original objectives were, in large measure, realized:

1. To save school time by providing several educational services at one time, thereby eliminating the many interruptions during the school year by college, armed services, and career groups.

2. To stimulate constructive thinking among young people about vocational opportunities within our own community and to encourage them to make more effective use of school facilities for vocational preparation.

3. To keep the program on the school premises to avoid the holiday atmosphere that is often created during plant tours for large groups.



For this small high school—

Compulsory Workshop Is a Success

A SMALL high school can make a faculty workshop successful, even if attendance is compulsory. That is the experience of the consolidated high school at Barrington, Ill., a school with 510 students and 30 teachers situated 40 miles northwest of Chicago.

For the last four years Barrington has conducted week-long faculty workshops just before the fall term starts. According to some theorists, the Barrington plan shouldn't work at all, for everyone "knows" you must have "new" people to give new ideas. And teachers should be there only because they *want* to be there.

Barrington school administrators believe they have proved the theorists wrong. They have taken the same 30 teachers, made attendance required, and still come up with a program they feel has brought results.

FREE FROM PROBLEMS

Among the accomplishments credited to the workshops are an English honors course for gifted seniors, a new experimental mathematics course, and an honor system to combat a serious cheating problem. But most important, says Principal Roy C. Turnbaugh, "the annual workshop has helped keep the school remarkably free from critical problems during the school year."

"We've been able to anticipate some of the problems that go into an expanding school like ours—curriculum changes, class size, space needs, and additions to the staff. We've been able to solve them almost before they arise," he explains.

Barrington's high school enrollment has risen 50 per cent in the last six years. The suburb anticipates at least 828 high school students by 1961. It is building an \$850,000 addition to the \$1,250,000 school completed in 1949 to accommodate the increase.

At Barrington, workshop planning begins in April. Just after the Easter

vacation, the principal calls for four or five volunteers to serve on an organizational committee. Then the committee polls the faculty for topic suggestions. At weekly faculty meetings during the closing days of the school year teachers discuss the proposed topics. Problems that can be disposed of easily are handled right in the meetings, but that may still leave 10 or 15 suggestions. The agenda finally are reduced to a workable number, perhaps four or five, by asking teachers to list first and second choices.

Here's how the workshop program led to the English honors course. In 1953 faculty discussions brought out the need for motivating and challenging the brighter pupil. The discussions led to a problem on the fall workshop agenda: "How can we inspire our student body to more interest in intellectual achievement?"

A committee worked throughout the workshop session and reported back to the general meetings with a list of suggestions for encouraging gifted students to intellectual achievement. They recommended that teachers learn to spot gifted individuals, suggest to them new avenues for creative work, direct research, and do everything possible to encourage academic achievement.

NEW COURSE BEGUN

During the school year the English department followed up with meetings to consider what it might do to help outstanding English students. Teachers suggested a special course which they decided to limit to seniors because by the final year in school the most capable students can be easily identified. The course would be a place for more extensive and intensive reading and writing activities with much of the drill and repetitious work needed by average students eliminated. Thus the course began a year ago. Officials say it will be continued.

Principal Turnbaugh considers the workshop planning phase extremely important. "We can tell before a workshop starts whether it will be good or just mediocre by the amount of faculty interest at spring planning meetings," he said.

Sometimes planners set too ambitious a program, forgetting that in the fall teachers will have the problems of preparing rooms and materials for the start of classes. At other times Mr. Turnbaugh has noted a tendency on the part of planners to let immediate fall problems push aside the spring goals.

LEADERS NAMED

By June, either the planning committee or the entire group has named the discussion leaders who will handle a given area in the August workshop. The high school principal believes that leaders should know about their responsibility well in advance so they will have time to prepare for it. Often a teacher scheduled to be a group leader will study his topic at summer school or will use a university library for research. Leaders are responsible for maintaining progress, seeing that records are kept, and reporting to general sessions. They usually are members of the planning committee.

Mr. Turnbaugh has found the major weaknesses of an inservice workshop are the lack of research material and the lack of inventiveness among committee members. There is a tendency, he says, "to rely exclusively on what we know ourselves." To help overcome these weaknesses the principal gathers materials during the summers, especially reprints of articles from educational journals.

"We want to get away from our local prejudices," he declares. "We know one another well. We've discussed the problems. And that stifles creativity and new ideas. The magazine articles add freshness."

He says he tries to turn the lack of freshness into an asset by encouraging his teachers to follow up workshop ideas throughout the school year at faculty meetings or occasional one-day workshops.

AVOID MAJOR BLUNDERS

The English honors course was discussed for a whole year before it was put into operation. Even after the course began, the instructor made frequent reports to faculty meetings. "It may be a slow process," asserts Mr. Turnbaugh, "but it helps us avoid major blunders."

Workshop sessions begin the last Monday of August and continue until Friday. The meetings are scheduled from 8:30 a.m. to 4 p.m. with 90 minutes off for lunch. The opening day's session is usually held with teachers of two near-by elementary schools and features an out-of-town

speaker. The last session is a family picnic. The remainder of the time is divided between committee meetings to study individual problems and general sessions to discuss committee reports.

Mr. Turnbaugh maintains teacher interest in the program by getting some people committed in advance and by excluding trivial problems. "You can accomplish a lot of little things without any feeling of satisfaction," he said.

Despite the compulsory attendance, the teachers appear to be sold on the program. When participants were asked to evaluate the workshop they had just attended, a majority checked the space marked "good," and a few found it "excellent." A bare handful considered it "mediocre," and no one checked the blank marked "no good."

Principal weaknesses noted by the teachers were "insufficient time to

work in classrooms" and a tendency for the workshop to move too slowly. A few were troubled by a lack of "assurance that anything will come of discussion." Still others would have liked to have seen less haggling and better planned discussions for the total group.

LIST STRONGEST POINTS

Strongest points appear to be a "feeling of accomplishment" and—noted by many—good cooperation, organization and general planning.

Mr. Turnbaugh believes the basic pattern is good, but he would like to find new ways to increase the responsibility of participants. "If we can find some way to make everyone feel responsible for the success of the program, we shall have the answer," he declares. Meanwhile, he maintains, Barrington has proved that a small workshop can be successful.—N.G.

SCHOOL LAW

Missouri court rules that

Duties, Not Title, Determine Superintendency

LEE O. GARBER

*Professor of Education
University of Pennsylvania*

WHAT can happen to a superintendent of schools, particularly a newly appointed one, when a community is in a turmoil is amply illustrated by a case recently decided by the St. Louis Court of Appeals.* In addition, this case is newsworthy because of its ruling on the status of a faculty committee created to assist the board in its choice of a superintendent and because of its holding that the nature of the work one does, rather than his title, is determinative of whether he is a superintendent or a principal.

This action was brought by one who purported to be superintendent of schools, against a school district and its board members, for the purpose of establishing the validity of his contract as superintendent. The plaintiff alleged that, although he had the neces-

sary qualifications to act as superintendent of the Maplewood-Richmond Heights School District, the board, after entering into a contract with him, attempted to rescind it before he took over his duties, on the ground that it was invalid.

The evidence indicated that the school board, in February 1951, passed a resolution to discharge the superintendent, a Mr. Adams, whose contract was to expire in June of that year. Later, upon advice of counsel, the board discovered that it was powerless to fire Mr. Adams without first preferring charges against him and giving him a hearing. Consequently, it rescinded its action and informed the citizens by letter that any action to be taken would be left to the new board to be elected in April. The board elected at that time reemployed Mr. Adams on a one-year contract and thereafter, in February 1952, adopted a resolution to the effect that he would

not be reemployed. At the same meeting, the president appointed a selection committee, of two board members, to find a new superintendent. The president also served as a member of this committee. The faculty was requested, by the board president, to assist in the matter of selecting a superintendent, and a committee of the faculty was created for this purpose.

At the time of the A.A.S.A. meeting in St. Louis, the latter part of February 1952, the selection committee of the board took a hotel room for the purpose of interviewing candidates. A number of applicants, including Carl L. Parker, were interviewed. One of the members of the selection committee turned over to the faculty committee a list of applicants. He met with that committee several times. This committee also interviewed a number of these applicants, including Dr. Parker, and on March 8 it informed this member of the selection

**Carl L. Parker v. School District of Maplewood-Richmond Heights, St. Louis County, Mo., et al.*, 271 S.W. (2d) 860 (Mo.).

committee that Dr. Parker had been "screened out." On that same day the board held a special meeting at which it interviewed Dr. Parker and tendered him a three-year contract, to begin July 1, 1952, at an annual salary of \$10,000.

One of the directors did not receive notice of this special meeting, and the legality of the board's action was questioned. As a result, the question was resubmitted to the board at its next regular meeting, on March 13, 1952, and the contract was approved by a vote of 4 to 2. The contract was then duly executed by both parties. Later, the board appears to have changed its mind and, on April 10, 1952, wrote Dr. Parker saying the contract was not valid and that he was not superintendent of schools of the Maplewood-Richmond Heights School District. On April 21, 1952, Dr. Parker brought this action to have the question adjudicated.

JUSTIFICATION ATTEMPTED

The board attempted to justify its action on several grounds. In the first place, it contended that Dr. Parker was not qualified. The law provided that in counties of the first class, if the school district maintained a four-year high school course approved by the state board of education, the school board could employ a superintendent for a period not to exceed three years, provided that he had not less than five years' experience as a superintendent of public schools or had been employed in the district for a period of at least two years. The board con-

tinued school year—he served the Marley-Bridges School District.

The nature of his experience here was at issue. According to the minutes of that board he had been employed as superintendent. The president of the board testified that he had handled all the administrative work and had purchased all the books and supplies in addition to teaching in the high school. Charles A. Lee, who had been state superintendent of schools at that time, was a witness for the defense. He testified that Dr. Parker had been the high school principal, instead, and not the superintendent. The court, in ruling that the year and a half he was engaged by Marley-Bridges district counted toward his experience requirement as superintendent, pointed out that the nature of the experience, rather than the title he carried, was the determining factor. It said:

"Such a contention [that Dr. Parker was principal and not superintendent] would make it appear that the chief concern of the legislature in passing the act was with the title rather than the type of work done by those eligible for consideration as superintendent. The obvious intent of the legislature . . . was to bring experienced persons into the work of supervision and administration. Whether or not Dr. Parker was called the principal or the superintendent is not important if his experience was that of superintendent."

In the second place, the board contended that even if Dr. Parker was qualified, his appointment was not valid because it was not approved by the faculty committee. It predicated

and chairman of the selection committee. Concerning its authority, the court said:

"This faculty committee was asked to assist in the selection and to cooperate with the board's committee. No rule of any kind touching upon the matter was adopted by the board and the whole responsibility for the selection of the superintendent rested upon it."

It would be interesting to know how the court would have ruled had the committee been created by board action. It can be safely predicted, however, that it would have held that the board was not bound by the faculty committee's recommendation on the ground the board was without authority to delegate a discretionary duty.

THIRD CONTENTION REFUSED

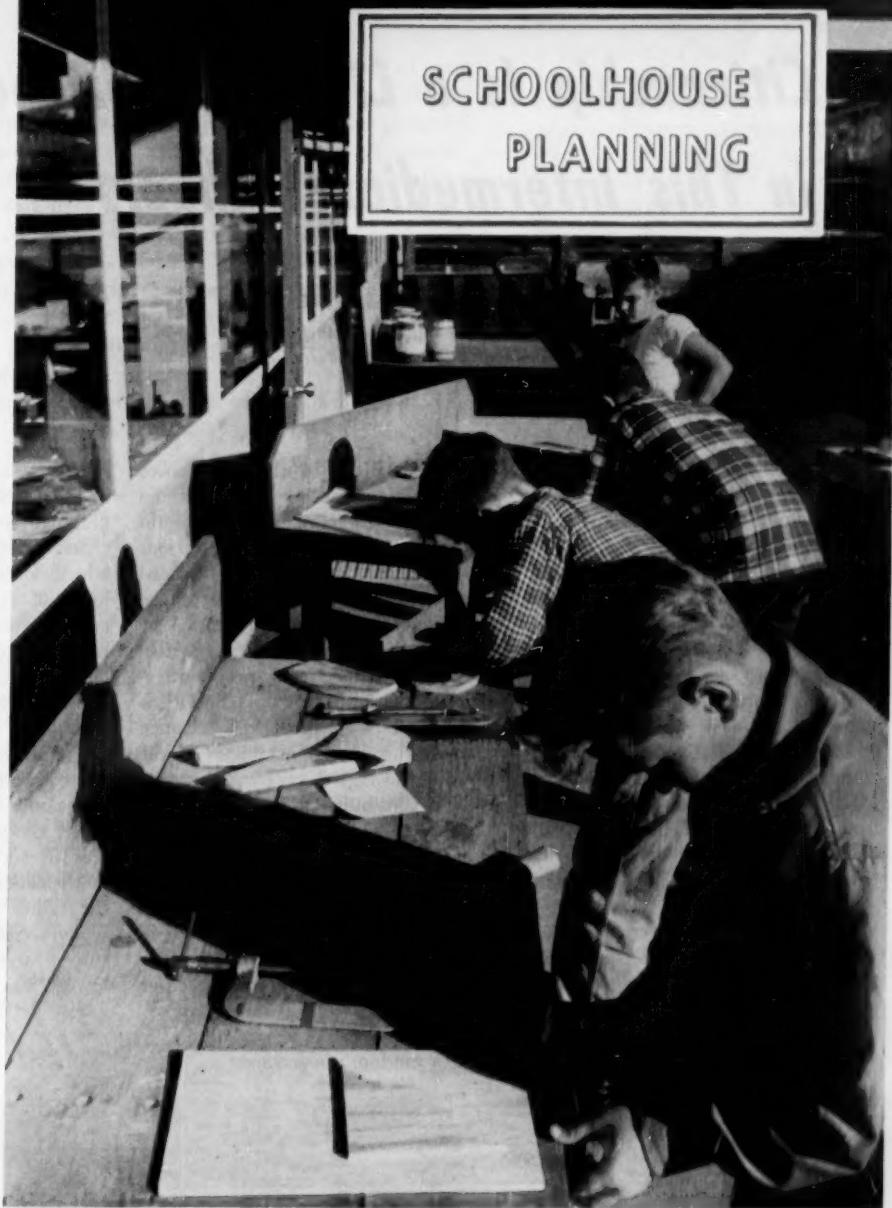
In the third place, the board contended that the contract was fraudulently entered into because the board in 1951 had decided to take no action concerning the removal of Mr. Adams until after the new board had been elected in April and that this board employed Dr. Parker just before the new board was elected in 1952. (From this it appears, although it was nowhere so stated, that Dr. Parker's contract had been rescinded as the result of a change in the majority composition of the board following an election, thus giving rise to the speculation that the difficulty arose out of internal dissension.) The court refused this contention also on the ground that what had been done the year previously was irrelevant. It ruled that "the fact that the composition of the board might change prior to the expiration of this time [the three-year contract period] did not affect the validity of the contract." It added: "The board had the power to contract beyond the term to which its members had been elected."

Finally, it was contended that the fact that Dr. Parker's contract with the Flat River School District had not expired at the time he signed the contract prevented him from so signing. The court again refused to sustain this contention. It stated that he could not, of course, fill both positions, and it was obvious that he anticipated his release by the Flat River School District. In fact, he was so released, and he did present himself to the defendant district, ready to perform his duties, on July 1, 1952, the date his contract began.

Local school board has no legal power to delegate to a faculty committee the hiring of the school administrator, but a board has power to contract beyond the term of its members.

tended Dr. Parker did not meet the five-year experience requirement. For the previous four years he had been employed as superintendent of the Flat River School District. Some time previous to that—for the school year 1930-31 and one-half of the following

this argument upon the assumption the board had adopted a rule creating such a committee. The court found that the record did not support this contention, because the committee came into existence as the result of a request from the president of the board



Tierra Linda

the outdoor-indoor Intermediate School

where citizenship is a living experience
and architects helped plan the curriculum

An interview with RUTH W. MELENDY
Superintendent, Elementary School District, San Carlos, Calif.

Architectural description by JOHN LYON REID

Citizenship Is a Living Experience in This Intermediate School

By RUTH W. MELENDY, as told to JON S. PETERS

*Educational Consultant, School Plant Operations and Maintenance
School Planning Laboratory, School of Education, Stanford University*

THE problem for San Carlos, Calif.—school board, administration and community—was to provide an intermediate school that would serve the educational needs of the seventh and eighth grade youngsters. The final plant would have to be a reflection of the educational philosophy of the community; it would have to contribute toward attainment of the stated educational objectives rather than being restrictive. The various planned learning experiences and activities of the educational program would have to be facilitated by the plant. Such a plant could only evolve from realistic and time consuming educational planning.

Such an approach to school planning is not new to San Carlos, where all of the physical facilities have been

planned in light of the experiences and activities that are a part of the educational program. Within certain realistic limits imposed by various codes, agency rulings, and financial limitations, the school plants of the community have been determined by the educational program rather than having the educational program restricted by rigid, inflexible buildings.

Tierra Linda School was planned to meet the educational needs of the seventh and eighth graders, which include a continuity of learning experiences from the previous K-6 pattern and which provide adequate transitional experiences prior to entry into the high schools. Although it is another story, actual investigation of youngsters with San Carlos training indicates that they are entering high

school with excellent basic training in the common learnings plus good personal and social adjustment.

San Carlos has an over-all approach which aims for maximum development of the child as an individual and as a member of society, but it was necessary to plan specifically for the new intermediate school and to redefine objectives and aims in light of the specific situation.

Preliminary discussion and planning started some three years prior to adoption of the final plans. Interestingly enough, independent committees in such areas as social studies, mathematics and English arrived at the same basic objective for the school—citizenship. However, citizenship education, as conceived in San Carlos, has tremendous breadth and

Most of the shop work activities take place in outdoor classrooms.



It is impossible to separate the educational program of San Carlos, Calif., from the architectural solution. In a tour of the empty school buildings, one would be impressed by the generous room sizes, and perhaps by the redwood exteriors and general appearance. But Tierra Linda School really becomes impressive when one realizes that here is a school for seventh and eighth graders (who so often have a watered-down high school program) planned carefully on the basis of the needs of these youngsters. The pleasant activity, the happy, interested youngsters engaged in meaningful, coordinated learning experiences are the heart of Tierra Linda. The physical facilities are significant in that they make possible the educational program, but the real significance is the self-contained classroom and the block-of-time approach to the education of early adolescents.

depth. Development of youngsters for full participation in American democracy—happily and competently qualified to meet their obligations and reap their benefits as useful members of society—implies maximum personal and social development within the limits of individual abilities. Only through the cooperative efforts of the entire school system is it possible to build the knowledge and to create the understandings needed to attain these objectives.

Requisites for citizenship include the ability to do clear, critical thinking and analysis, which in turn have a basis in reading ability, problem solving ability, the scientific method, number ability, as well as much specialized and generalized knowledge. Well structured common learnings,

with various subject areas carefully and fully treated, are an integral part of this realistic and functional education for citizenship.

Although citizenship education is dependent on the common learnings and an adequate foundation in the basic fundamentals of the broadened three R's, it is not possible to develop maximum personal and social adjustment simply by reading a book about it—or by listening to lectures about it. To be effective, applications must be made to real life situations of concern and meaning to the students and to the community. Citizenship is today's living experience rather than preparation for something entirely in the future.

Neither is the teaching of citizenship dependent upon the individual

teacher, exclusively, but rather upon a plan of coordinated action for the entire school system. Likewise, good citizenship is based on varied and successive experiences which have accumulated through the years, rather than on an immediate and intensive local program. One of the major functions of Supt. Ruth Melendy's central staff is the recruitment, selection and continuing induction of teachers who can carry on an effective citizenship training program.

In order to plan effectively for a school's physical facilities, it is necessary to know what activities will take place within the teaching spaces as part of the total learning process. Planning considerations for Tierra Linda were based on this concept of determination of what goes on in the spaces.

During the year and a half of intensive planning for Tierra Linda, the various committees determined the specific activities that would have to be housed in the school and for which space would have to be provided. The architect, John Lyon Reid, worked closely with these committees, so that the actual plant would be a reflection of this planning.

The common learnings within the block of time require space for working with entire classes simultaneously, and then require areas in which smaller groups of youngsters can work together, with ample traffic space for free and unrestricted movement among

A portable kiln permits students to do ceramics work within the classroom.





Over-all view of Tierra Linda Intermediate School: at left is the multi-use room; at right are two classroom wings connected by a covered walk.

groups. These common learnings and the blocks of time, coupled with the provisions for individual differences, all point to the desirability of the self-contained classroom for the bulk of the learning experiences, although many learning experiences take place under the direction of specialists (such as instrumental music, physical education). Total space allocations for these classrooms exceed the commonly accepted norm of 960 square

feet by only 7 per cent, indicating that careful and adequate planning can result in sufficient space without undue square footage demands.

For an educational program of this nature to work, it is essential that the teaching staff be highly competent and enthusiastic. This competency is attained both by the initial selection and by the rather intensive inservice training program. This inservice training is of the practitioner type, in

which specific teachers work closely with various consultants. Teachers think through their own problems, with the administrators helping but not dictating; teachers implement their programs as they wish. Released time is given teachers for participation in the inservice training. There is, incidentally, a training and observation program for substitute teachers so that "substitute days" are not lost.

The block-of-time approach provides for an easy extension and enrichment of subject areas. It is a natural step from the study of primitive man in social studies to reading stories about him in the communicative arts and making artifacts and panoramas about him in the art classes. The unviolated block of time does ensure that youngsters get their foundation learnings. Reading, writing and arithmetic are taught, as such, and there are no widespread deficiencies in the fundamentals. On the other hand, various group activities are planned to strengthen the foundation learnings.

Three years of planning for the needs of adolescents, beginning during the days of double sessions and overcrowding, and 18 months of specific planning for Tierra Linda have resulted in a physical plant which is totally functional for the educational program. Rooms are large, pleasant and flexible. There are ample facilities within, or available to, the room for the pupils to carry on the educational program as envisioned by the planner. Generous outdoor spaces are provided as extensions of the classroom; structured learning activities, from gardening to shopwork, take place in the outdoor classroom areas.

Classrooms have both interior and exterior sinks, with ample storage space and counter space provided inside to accommodate various art activities. Tackboard covers one wall to the ceiling in each classroom; it is used for various panoramic and pertinent displays. Rooms are acousti-



Two classroom scenes: Above, hobby class is meeting, with airplane models the boys' choice. Below, classroom is set up for group discussion.

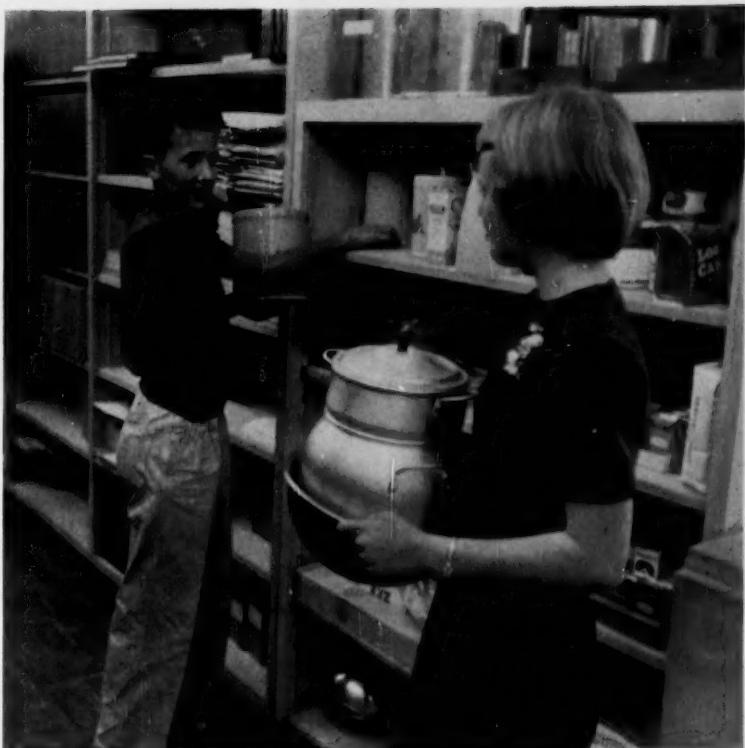


cally treated, so that it is possible to have choral music activities within the classrooms without interfering with activities in other rooms. Furniture is movable, and it is possible to group the youngsters either at individual tables or simply in chairs. The rooms are large enough so that two rooms of children can engage in mass experiences within one classroom, as in the case of choral music.

One of the most practical aspects of the entire plant is the fact that the rooms are equipped and arranged so that even such commonly assumed specialized facilities as the kitchen and the shop are provided as part of the integrated home living experiences. Each room is wired for 220 volts of electricity so that the teachers, when the need arises, can have a portable apartment size stove wheeled into the classroom, along with a portable storage and work table. Various cooking projects can be carried out; the equipment is returned to the materials center when it is no longer needed. Likewise, a portable sewing cabinet, complete with electric sewing machine, iron, ironing board, and scissors, can be brought in for a sewing unit. A portable kiln and clay cart permits pupils to do ceramics work within the classroom. The portable woodworking carts, used extensively at Tierra Linda, are available throughout the district. Garden tools, allocated for gardening projects, are checked from the center, as are science equipment, audio-visual equipment, and other items in stock.

In addition to the common learnings, provision is made so that each youngster will have extended experiences in four elective areas of special interest to the individual. Extended experiences are offered in art, drama, first aid, music, outdoor living, physical education, science, shop, domestic arts, and study skills.

The library, adjacent to the materials center, is an integral part of the educational program at Tierra Linda. Classes take a period of formal instruction each two weeks in the



Students (top) are picking up teaching materials from the materials center. In the connecting corridor (above) children eat lunch outdoors.

library, based on lessons mutually planned by the classroom teacher and the librarian (who has had classroom experience). In addition to this less-

son approach, youngsters use the library to obtain materials for various projects, research and leisure reading. A visit to this school is impressive

Approach to the school: multi-use room in the center, kitchen area at the left of the main multi-use room, and the two classroom wings beyond.





Several teachers enjoying a visit in the teachers room.

for many reasons. One of the most important points, and one of the most obvious, is the total responsibility that the youngsters show. It is not at all uncommon to find a group of youngsters, or even an entire room, going about its particular work, quietly and efficiently, without a teacher.

Another over-all impression is that of genuine flexibility. During the

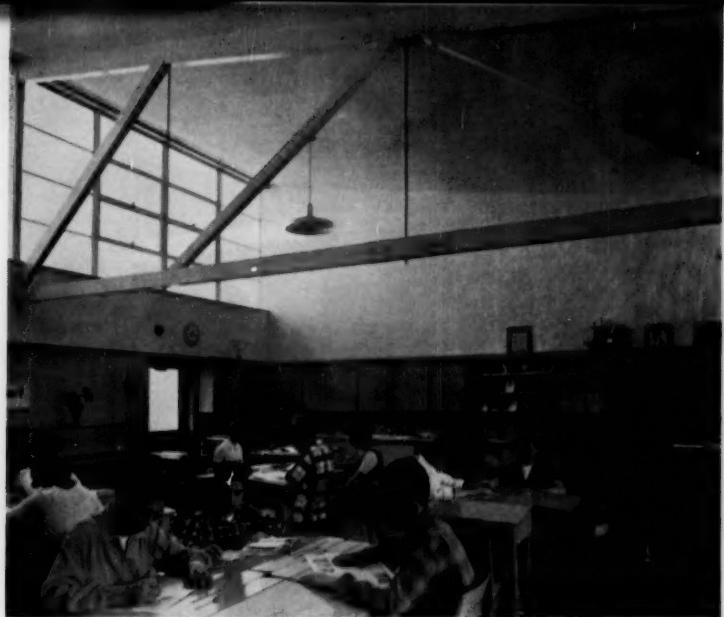
course of a day members of a class will be seated at individual tables and chairs engaging in some group experience such as an arithmetic lesson or a science demonstration. Later, they will divide into smaller work groups (achievement subgroupings) at the tables, and still later will be engaged in larger subgroup activity. During certain phases of the educa-

tional program, some of the youngsters will be outside working in the planting area, others will be in the patio engaged in a construction project, while still others will be inside engaged in other group activities. All of these various experiences are a part of the total educational plan, and each makes a contribution to the development of the individual. Although space limitations do not make it possible for all youngsters to engage in planting activities simultaneously, each has this experience.

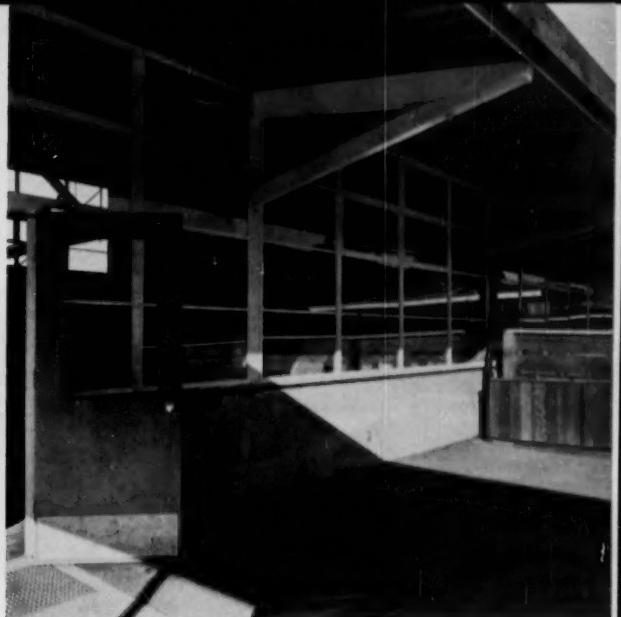
Related to this flexibility is the widespread use of the various portable pieces of equipment, which in turn make the learning laboratory classroom a learning space for homemaking, science, art. Audio-visual materials are used in the classrooms and are scheduled as needed for the educational program. Although there are common learnings and time blocks, it is not possible to tell exactly what page of what book each youngster in the seventh grade is reading at any particular time. That is, there is a flexibility of method as well as a flexibility of facilities. The best summation of Tierra Linda, perhaps, is that it is both an educational program and a plant; the plant is an outgrowth of the educational program, but the educational program could not exist without a flexible and functional plant.

Interior view of multi-use room, showing draperies drawn across the platform and a folk dance class in session.

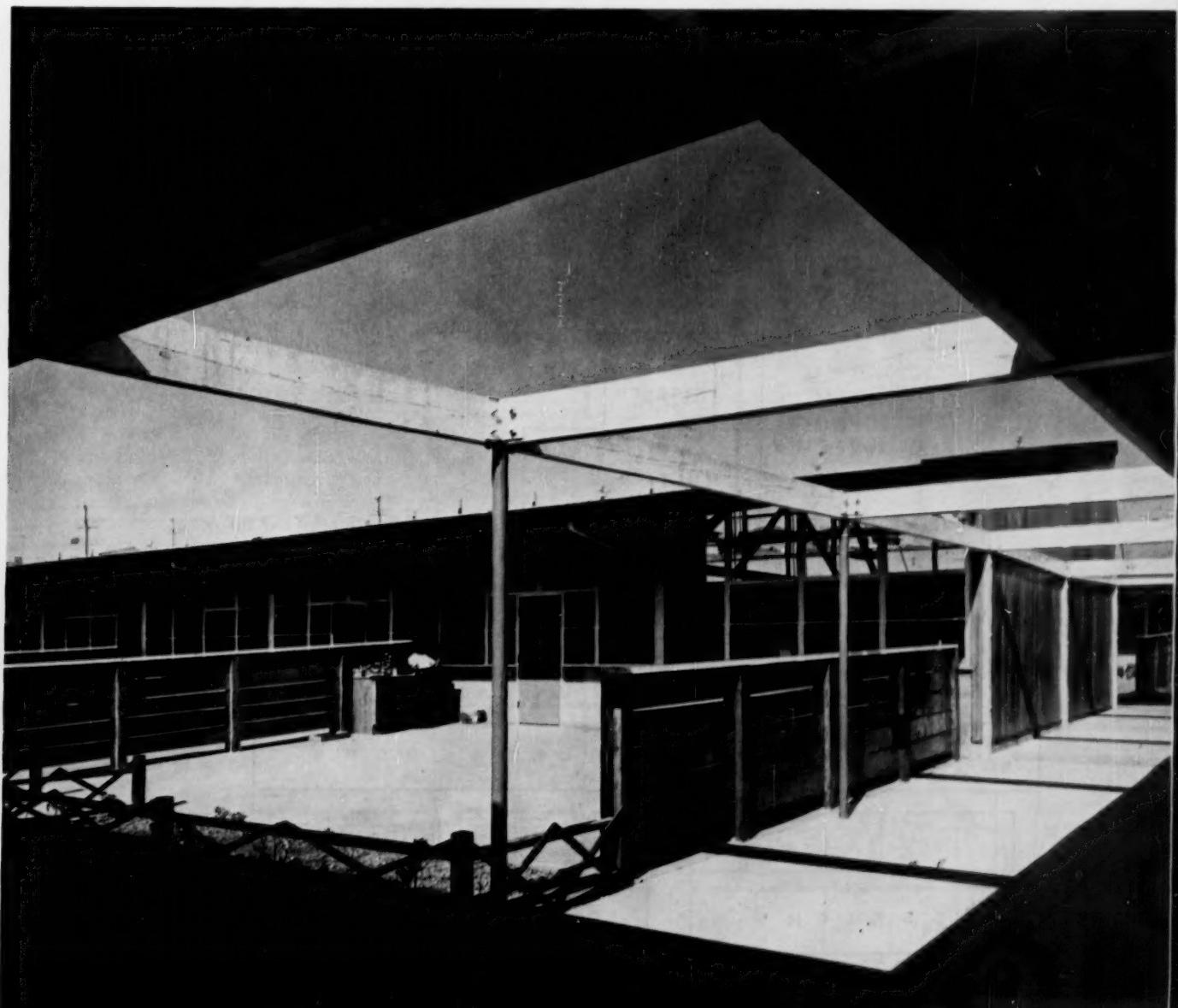




Detail of south wall of the classroom (above), showing workbench at right. Door is from classroom to outdoor classroom. At the right, above, is a typical classroom scene. Notice the work counter and the work cabinets. Double-tray work sinks have both hot and cold water.



Below is the view from the multi-use room looking along main connecting corridor. At the left are the outdoor classrooms and the south wall of the classroom wing. In a corner of each outdoor classroom is a sink with cold running water. This sink is mounted on a workbench.



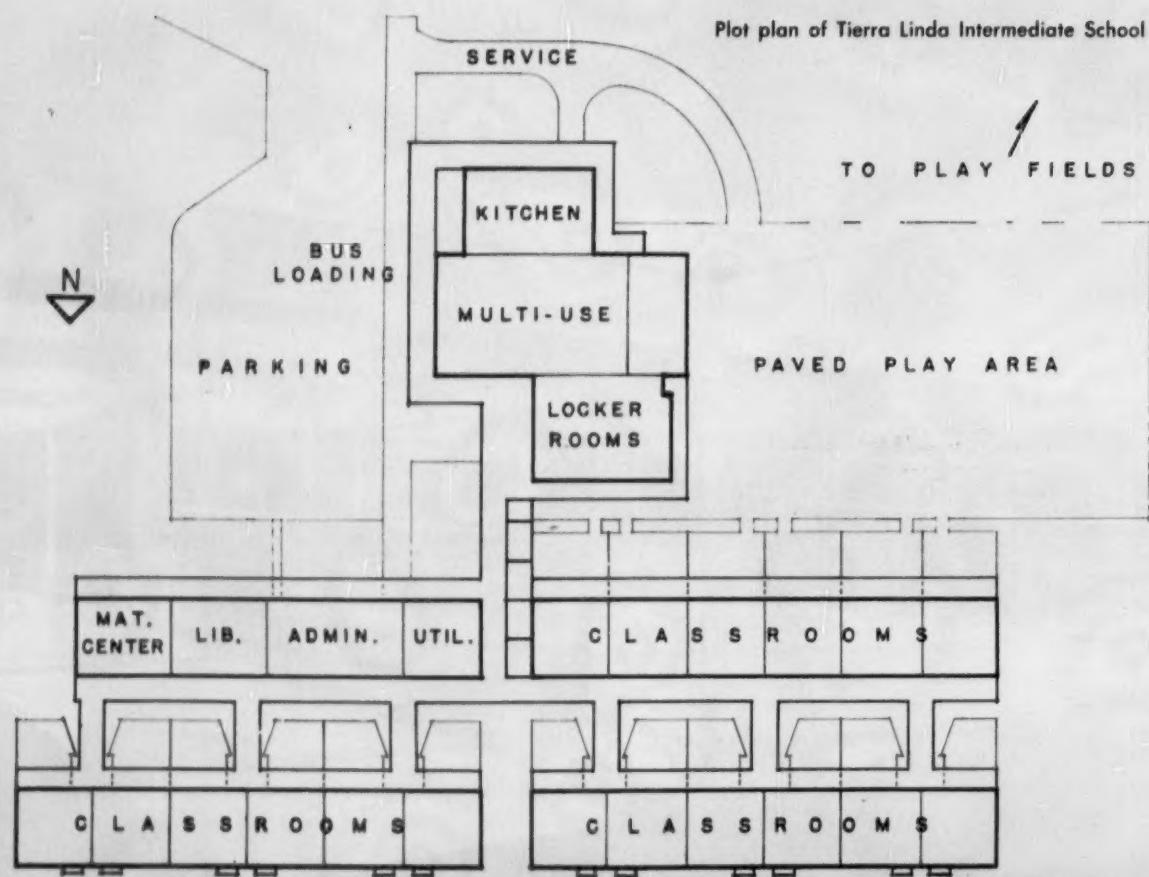


Car parking area is adjacent to the multi-use room.

Architects Helped Plan the Curriculum

JOHN LYON REID of John Lyon Reid and Partners, Architects-Engineers, San Francisco

Plot plan of Tierra Linda Intermediate School



THE teaching staff of the Tierra Linda Intermediate School wanted to provide a learning environment in which the teacher is in close contact with the student throughout the entire day and for the whole year. All subjects are taught in the homeroom except physical education and music. The teachers themselves formulated the program, with the assistance of educational specialists and community groups. They worked closely with the architects in all phases of the building planning; the architects in turn participated in all of the educational planning and were even asked to comment on curriculum matters—most unusual! The planning of this school was one of the finest experiences ever enjoyed by this architect and his staff.

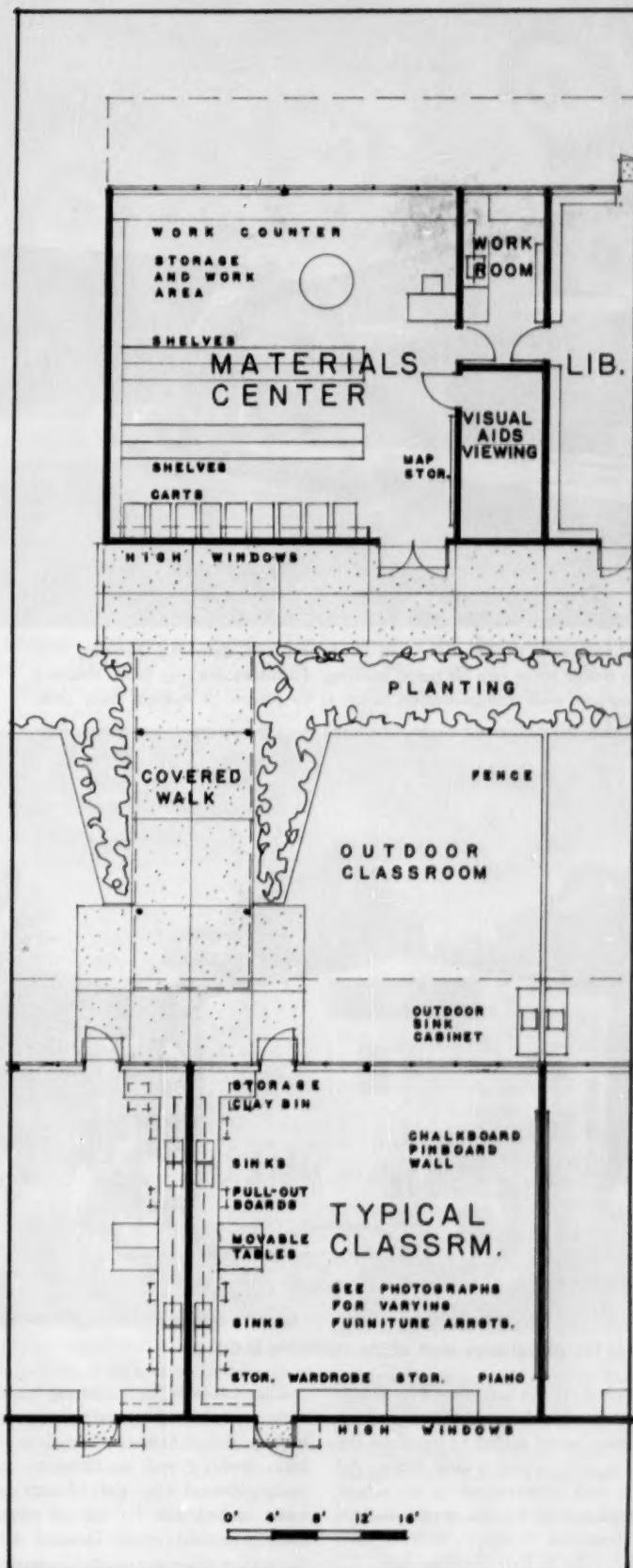
The Tierra Linda Intermediate School was constructed in two stages, the second program starting before the completion of the first stage. The second stage included eight classrooms in the north wing and the locker rooms; the first stage included all else.

The first stage was financed by a grant in aid for distressed school districts administered by the California State Department of Finance; under this building program, areas and facilities are limited to an austerity type of construction. The second stage was financed by district resources, but the limitations of the state aid program were observed.

The multi-use room functions as an area for dining, physical education instruction, school community assembly, and for play and recreation; the platform serves as a stage and music room. The double serving line provides food service; a scullery window is located so that children may bus their own soiled dishes without cross traffic with the serving lines. A cleverly located serving area permits the service of sandwiches, milk and ice cream to the dining area as well as to the out-of-doors for those students who may wish to bolt down cold food outside.

Folding tables are used for dining and a storage area for them is provided between the locker area and the assembly room. Chair storage is under the platform. The teachers' dining room is arranged either for waiter service or for the use of the children's serving line by the faculty.

Footings are concrete with a concrete floor slab on grade. The construction is wood throughout. The classroom roof is supported by a wood truss and wood ceiling joists; the truss



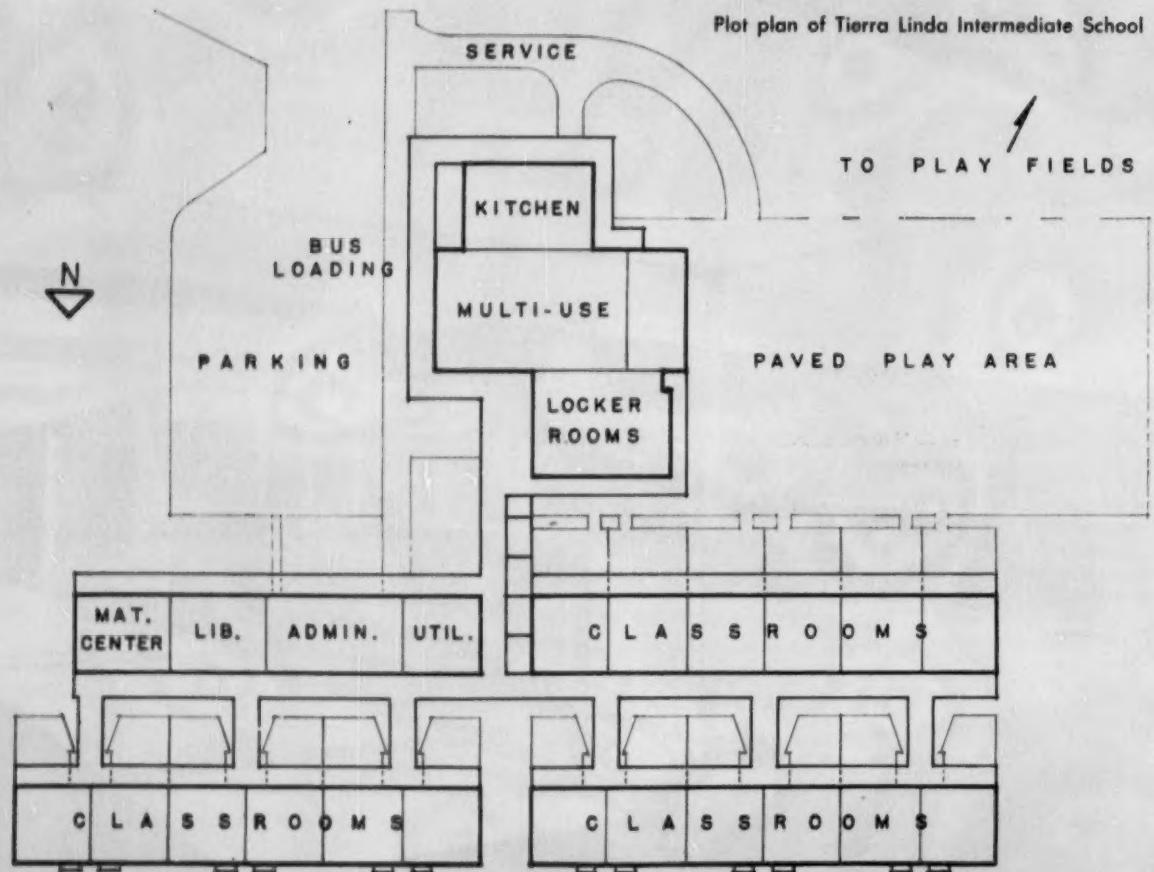
Plan of materials center and typical indoor and outdoor classrooms.



Car parking area is adjacent to the multi-use room.

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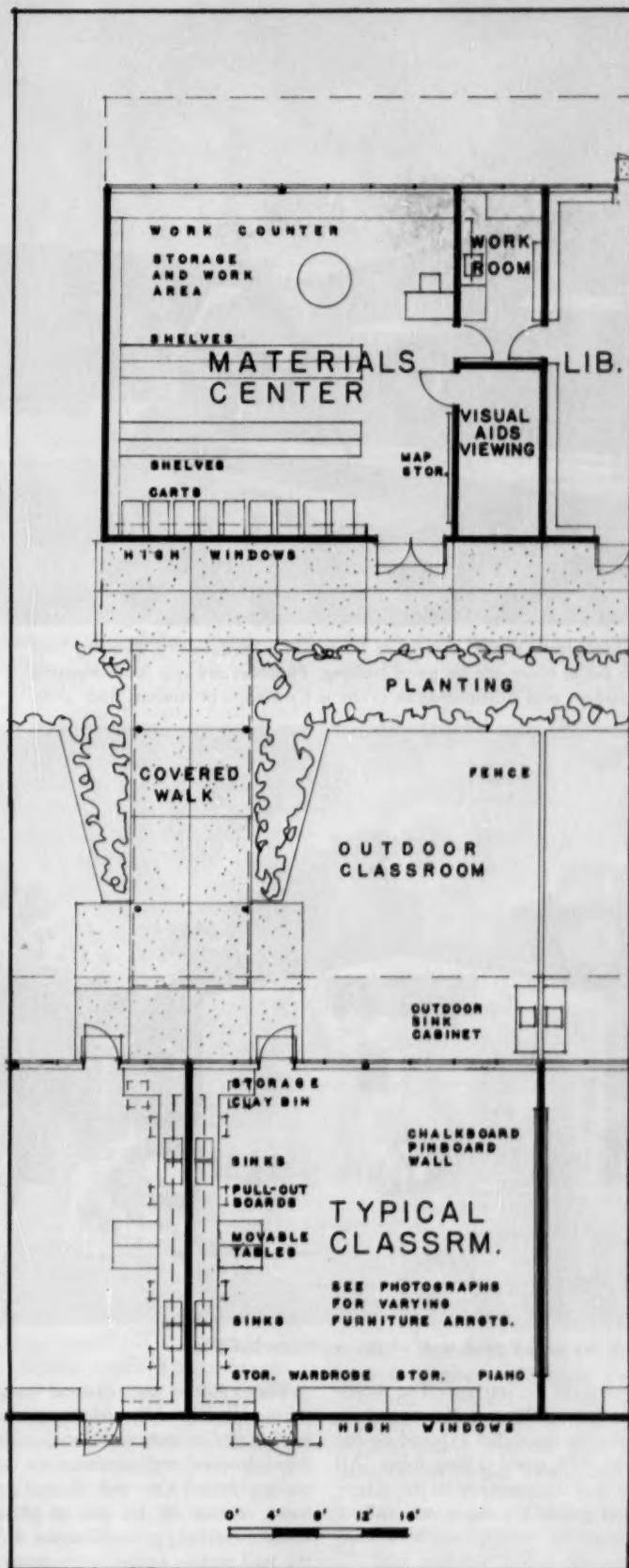
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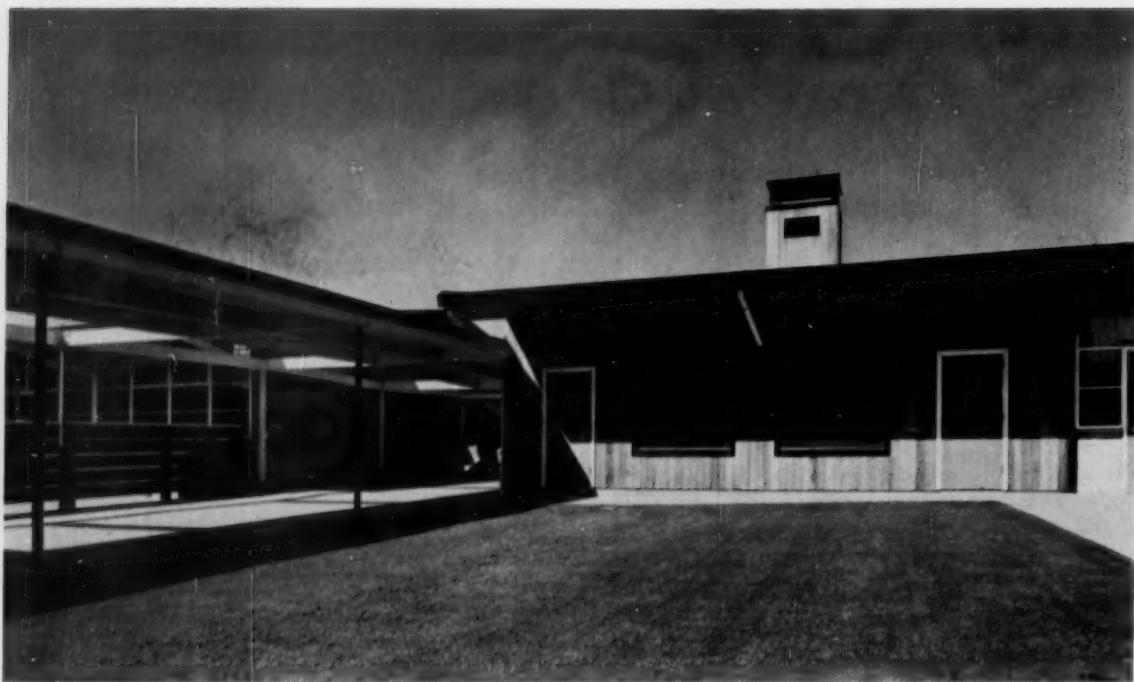
The multi-use room functions as an area for dining, physical education instruction, school community assembly, and for play and recreation; the platform serves as a stage and music room. The double serving line provides food service; a scullery window is located so that children may bus their own soiled dishes without cross traffic with the serving lines. A cleverly located serving area permits the service of sandwiches, milk and ice cream to the dining area as well as to the outdoors for those students who may wish to bolt down cold food outside.

Folding tables are used for dining and a storage area for them is provided between the locker area and the assembly room. Chair storage is under the platform. The teachers' dining room is arranged either for waiter service or for the use of the children's serving line by the faculty.

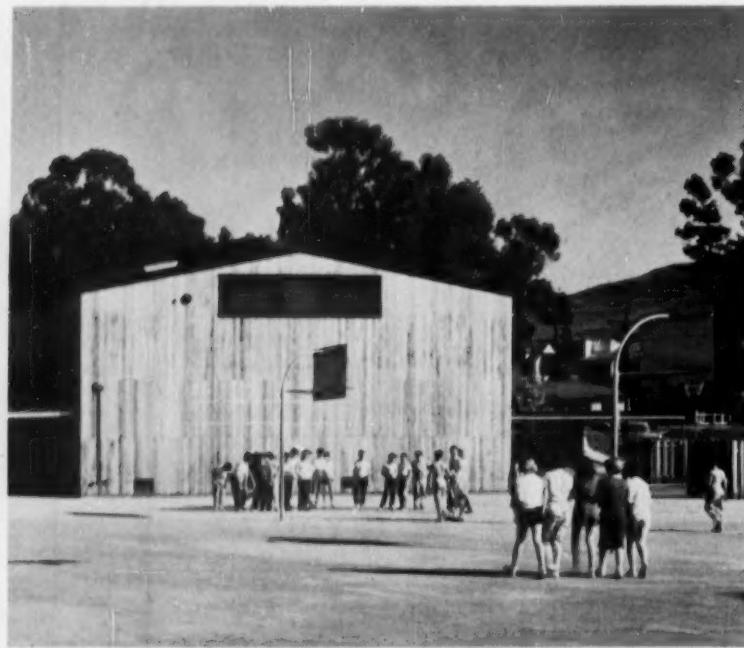
Footings are concrete with a concrete floor slab on grade. The construction is wood throughout. The classroom roof is supported by a wood truss and wood ceiling joists; the truss



Plan of materials center and typical indoor and outdoor classrooms.



This photograph shows care used in design and detailing, proving that even a boiler room can be good looking. Furnaces are gas fired. Heating in classroom and administration areas is by means of radiant floor slab.



Here is the playground wall of the multi-use building.

is exposed on the interior. The multi-use room building is framed with laminated wood arches exposed on the interior, with wood ceiling joists. All of the wall construction in the school is wood except for the south wall of the classroom wings, which is concrete to the 3 foot window sill.

The exterior is redwood siding, with asphalt and gravel composition roofing and 4 inch rock wool in ceilings. Interior wall surfaces are generally plywood. One wall of each classroom is cork tile for use as pinning board; vertical grain Douglas fir is the wall surface in the multi-use room.

A soundproof folding door separates the platform from the assembly area. This permits the platform to be used as a music room when the assembly floor is being used for other purposes. Classroom areas have asphalt tile floors; there is wood flooring on magnesite sleepers in the multi-use room. This room is daylighted by an overhead skylight equipped with adjustable darkening louvers. There is acoustical treatment throughout the building with sound resistant partitions between classrooms.

Clear stain is applied to exterior redwood; exterior metal is painted black, doors are persimmon in color, metal sash is white, wood trim is off-white. Interior plywood has one coat of light gray stain wax; hemlock is natural stain; asphalt tile is light gray.

Heating in classroom and administration areas is by means of radiant floor slab with wrought iron piping. The multi-use room is heated by forced warm air. There are unit ventilators in locker and shower areas, and convectors in teachers' dining room. Furnaces are gas fired.

Grades Housed: 7th and 8th grades
Pupil Capacity: 594

Building Cost: \$592,883, \$15.187 per sq. ft., \$0.941 per cu. ft.

Building Area: 39,038 square feet, including open corridors at one-half area

Cubic Contents: 629,574 cubic feet

A SINGLE index number that may be used to determine the interrelationships between school building need, taxpaying ability and local effort has been adopted by the Indiana General Assembly. It is used as the priority index for local school districts applying for advances of building funds from the recently created Veterans Memorial School Construction Fund.

The formula for obtaining the index number includes objective measures of the school building need and the taxpaying ability of a local school corporation.

Enrollment Needs Formula. The school building need of a local school corporation, as defined in this act, is the number of classrooms needed to alleviate overcrowding and half-day sessions and to house anticipated increases in enrollment during the next six years. The formula is:

$$(1) n = \frac{A.D.A. + 2 \text{ (3 year increase in A.D.A.)}}{30} - r,$$

when n is the number of needed classrooms and r is the number of available classrooms. The cost of needed classrooms is defined as

$$(2) N = \$20,000 n$$

when N is the cost in dollars and n is the number of needed classrooms.

(\\$20,000 is the average minimum cost per classroom in Indiana.)

Local Ability to Pay. The objective measure of ability as defined in the Indiana Act is computed by use of the formula

$$(3) A = \frac{6.5}{100} V - D,$$

when A is the taxpaying ability in dollars, V is the assessed valuation in dollars of real and personal property in the school corporation, and D is the amount of school building indebtedness in dollars.

The "2 (3 year increase in A.D.A.)" is in effect an estimate of enrollment increase during the succeeding six-year period. Six and one-half per cent of the assessed valuation was derived from the sum of 2 per cent of valuation (legal debt limit) and the yield of a 75 cent annual building fund tax rate during a six-year period.

Index for Priority. The index number for establishing priority of advancements is

$$(4) I = \frac{N}{A}$$

when I is the index number, N is the school building need in dollars, and A is the taxpaying ability in dollars. Advancements must be made to local school corporations in accordance with this index of school building need and ability.

For school building aid in Indiana

Priority Index Shows Need and Social Ability to Pay

W. MONFORT BARR

Associate Professor of Education and Consultant in School Finance, Indiana University

School corporations shall receive advancements from the fund in descending order of need as shown by the index. Corporations having the highest indexes shall receive first consideration.

Indiana Revolving Fund. The Veterans Memorial School Construction Fund was created as a permanent revolving fund to assist local school corporations in meeting emergency school building needs resulting from enrollment increases. Advancements are made for a period not to exceed 20 years and will be recovered by means of semi-annual reductions in future current state support funds until the principal amount is recovered together with a service charge of 1 per cent annually on outstanding balances. The commission on general education of the state board of education will administer the program through the division of schoolhouse planning.

Source of Funds. An unobligated balance in the Indiana World War II Bonus Fund of approximately \$14 million was appropriated to the school building revolving fund. Service charges of approximately \$140,000 annually will accrue to the fund and the fund may also be increased by future legislative appropriations.

The revolving fund will supplement the Indiana Common School Building Loan Fund of approximately \$28 million, which is available on a basis of need to local school building holding companies for any type of public school construction. Constitutional restrictions have resulted in only limited use of the Common School Fund—a permanent state school fund—under provisions of a 1953 act.

Other Uses of Index. The index of school building need was originally developed for use as an objective formula for allocating state grants-in-aid for school building purposes on an equalization basis. When it is used for this purpose the difference between the need and the taxpaying ability determines the amount of the state grant.

(5) $S = N - A$,
When S is the amount of the state grant, N is the need in dollars, and A is the local share of the cost of the project.

The objective formulas for determining the index of school building need and ability are modifications of the formulas developed for the Indiana School Survey Commission in 1952. The technical explanation of the development of the formulas may be found in detail in my doctoral dissertation.*

The intent of the index was to define not only priority of need but the respective shares of the state and local community in an equalized matching program for capital outlay. We intentionally kept certain items in the index that would make it usable for this purpose at some time in the future.

The modified formulas used in the Indiana Revolving Fund Act were developed with the assistance of Paul Griesel, statistical officer, Indiana State Department of Public Instruction, and Raymond Gladden, bursar of Butler University and consultant to Wilbur Young, Indiana state superintendent of public instruction.

*Barr, W. Monfort, The Capital Need and Taxpaying Ability of Indiana Public Schools, doctoral dissertation, microfilmed, 1953. Pp. 191.

PANEL INTERVIEW REVEALS

WHAT PARENTS THINK

about schools and teachers

INTERVIEWERS: Lou Babcock and Arthur H. Rice

Dr. Rice: Mrs. Williams, what do parents appreciate most in a teacher?

Mrs. Williams: What I appreciate most in a teacher is a genuine love and understanding of children.

Mrs. Reed: I think we all agree that this is the first requisite. However, a teacher must know the subject matter he is delegated to teach so that it can be presented capably.

Mr. Titus: I think parents expect the teacher to give the time required to help a student become a good citizen.

Mr. Coble: I will add that a teacher should provide inspiration. That isn't always possible because of the situation in the schoolroom, but the teacher who does provide the child with inspiration is remembered and is talked about at home, and the parents soon learn to know and respect that teacher.

Miss Babcock: I presume there are very few teachers in South Bend that parents don't like. But we can speak about things that parents do not like about teachers in general—what irks them most, what their youngsters most dislike to run into in a teacher. Mrs. Williams, would you like to comment on this?

Mrs. W.: I would rather add a few more qualifications I'd like to see in teachers. May I?

Miss B.: All right. Then if teachers don't have them, those are the things you dislike.

Mrs. W.: That's true. Patience is very important. And fairness—fairness, above all things.

Dr. R.: Then you dislike the teacher who is really unfair or just who doesn't have patience with children. She shouldn't be teaching, should she?

Mrs. W.: I believe not. If teachers have that genuine love for children right at the start and feel a definite

calling for being a teacher, the other qualifications will follow.

Dr. R.: Mr. Titus, when you feel your child has not received fair treatment in some way at school, what do you do about it? Whom do you go to? What do you do?

Mr. T.: If a parent feels there's anything wrong with the school, he should first talk to the child very carefully. He should find out definitely if there is something wrong or if it's the child's imagination. When he knows the facts from the child, then he should go to the school and talk to the person or persons involved. I have found that in our schools here we parents have always been received well. Every time I have gone to school I've got the information I wanted, and it's funny—as bright as we may think our children are—I've always found out that the teacher was pretty much right. Any of us could be wrong, but the child intensifies his problem on the way home. He talks to other students, and the students sort of bolster him up. When he gets home, he's ready to tell off the principal and the teachers, and sometimes a story has a habit of enlarging itself. I've found out when I got to school that the story was never so large, and it was something that could be easily corrected.

The nicest part of it was, folks, that I've found out that when parent and teacher sit down and talk it over we are able to accomplish something and find out what is wrong with the child. That's the only reason we are sending him to school. I dare say some of my own acquaintances haven't taken the time to go to school and find out just what the trouble is. They blame the teacher before having all the facts.

Miss B.: A great many of us in education realize that the very im-

portant span of a youngster's life is the high school age. Because it's the get-ready. The direction is pretty much set for what they're going to do after high school, and if we could have more participation of the parents in the plans for the high school, we could do greater good for all concerned. Now the question I want to ask is: Would parents like to participate in curriculum planning, that is, planning the route that the students will follow through high school? Mrs. Williams, would you like to discuss that?

Mrs. W.: Yes, very definitely. Perhaps the parents couldn't act in some cases so intelligently, but at least they would have a very much better knowledge of what the curriculum consisted of and what the teacher was expected to teach that semester or that year. It would make for much better understanding between teacher and parent.

Dr. R.: Here is another question: Why are some parents reluctant to visit the child's room and talk to the teacher?

Mrs. R.: One of the obstacles to parents' visiting the teachers and the high school is that many times the children do not want their parents to come to school. High school young people like to feel that they are a little more independent than we feel they are sometimes. Perhaps high school young people are more able to handle the situations between themselves and their teachers than we think they are. I don't know. I feel that there should be a friendly relationship between the parents and teachers all through the high school. In this school there is certain encouragement given to the parents to establish that kind of a relationship through the Open House program. It offers the first opportunity for parents to come

Questions proposed by teachers and principals of public schools at South Bend, Ind., get frank, challenging answers from mothers and fathers.

PARENTS: Mrs. Leroy Reed, Mrs. Alrid Williams, the Rev. Almon J. Coble, Loren Titus

in without it seeming to be a case of settling an individual problem, and it establishes a contact. Sometimes parents are afraid of the high school teachers. We're just not quite able to meet high school teachers on their own level, and there's where I think the teachers can effect a change in attitude if they meet the parents with friendliness and sympathy and say: "Now I like your child and I want to help him. I want to see him develop into the best individual that is possible, and that's what you want." Perhaps the teachers must take the initiative. It will help.

Miss B.: The next question is: What would make parents, especially dads, more interested in the P.T.A.? There they have the ideal place to carry through discussions on more nearly equal terms, for the teachers don't outnumber the parents too much. I'm going to put Mr. Coble right on the spot and ask him what would induce him to become active in the P.T.A.

Mr. C.: I have attended P.T.A. meetings for 12 years, and my general impression is that more parents attend P.T.A. meetings than teachers do. The dads who attend come pretty largely out of sense of duty and sometimes get a little inspiration from it, but I think the key to the whole question is to be found in the word you used, "discussion." Men as a rule like to discuss problems, and if there were more informal discussions at P.T.A. meetings more dads would take part. Another thing, of course, is that the time of meeting is inconvenient for many men, if the meetings are held in the afternoon. I'm not sure that the dads are appealed to to attend these meetings. Perhaps it's just a matter of publicity. I think most P.T.A. organizations could learn some rudi-

mentary facts about publicity that would help them a great deal.

Dr. R.: We might bring Mr. Titus into this picture, as the other father here. What can parents in South Bend do to become better informed about their schools?

Mr. T.: Parents should pay stricter attention to publicity put out by their schools, and they should inquire into how our schools are operated and get down to operating budgets, which are most interesting when you want to start studying them. Know the magnitude of the job of those responsible for operating the city schools. These, of course, are generalities, but I wonder how many parents have ever thought of the idea of talking over with their children how the schools are operated.

If we want to know the cost of anything, we can get it easily, for it is public record, but the things that go on inside a school building are not necessarily public record. It's very important that parents counsel with their children morning, noon and night as to what's going on in the school and form an attitude on how they feel things are going. Making calls at the school and finding out yourself at first hand, and not taking the information second hand, is important too. There's too much information that people get by hearsay and take as absolute truth. Sometimes, when it gets sifted down, it is not quite so. This causes hard feelings. People become disturbed in their thinking. You can find out the information you want right at home, or ask your children to get it for you. This does two things: It helps the children in their studies. They can inquire of the teacher, they can inquire of the principal, for the information that you may want. And it

helps them. It makes better citizens out of them, and you get the information at first hand.

Miss B.: It's obvious that most thoughtful parents welcome the chance to talk to the teachers, and it's equally true that most teachers—probably all teachers—would like to have a chance to talk person to person with the parents. The next question fits right in here. Would you like the chance, as a parent, to have an interview with teachers? If so, when and where?

Mrs. W.: I think a great deal of good can be gained by personal conferences between teacher and parent. Not just after the report cards have been sent out and received either, because we all realize that at that time the parent may be emotionally upset and the teacher may be too. I feel strongly that a definite time should be set up, a definite hour at least once during the school year with each teacher. Not because some particular problem has arisen either. I feel this should become an integral part of the school program. Of course, conferences involve time. But much could be done toward a better understanding between teacher and parent if they could have personal interviews.

Mr. C.: If conferences could be set up, I wonder what percentage of the parents would take advantage of them. It seems to me it would be a very small per cent. I think the open house program, which does give the parents the opportunity to come and talk with teachers, perhaps could be expanded a little so that there might be opportunity for personal consultation, but to make a requirement that all teachers would have to confer with all parents, that would be almost an impossibility.

Dr. R.: But it is done, Mr. Coble, in a number of schools. One confer-

ence a year between parent and teacher is required in some school systems. One of the problems that would be talked about in these conferences—and probably it can be done best in such conferences—is an understanding of discipline. What kind of disciplinary methods should our schools use, Mr. Coble?

Mr. C.: That's a terrific problem. Personally, I have never had to use the rod often, but whenever it was necessary to use the rod I wasn't afraid to use it. But I think that parents and teachers should have some agreement about this matter, and perhaps that is the area in which these personal conferences might begin. Personally, I have always taken the attitude in regard to the teachers, with my children, that the teacher and the parents are standing together and that the teacher is usually right. Of course, I always have my fingers crossed about that, but that's the attitude I take with my children. Sometimes I think that

parents are greater offenders than teachers in this matter of discipline. Teachers generally are better trained in regard to child psychology, particularly for the age with which they are dealing. Parents perhaps respond impulsively, and perhaps we offend oftener than teachers in regard to disciplinary methods.

Dr. R.: What would you say about corporal punishment in the schools, Mrs. Williams?

Mrs. W.: It would depend a great deal on the age level. Shall we tackle this at the high school level?

Dr. R.: Corporal punishment would be rather difficult in high school, wouldn't it?

Mrs. W.: I can't handle my teenagers any more that way.

Mr. T.: I'm from the old school. My father was one who learned to master the art of using a straight edge razor, so you know how we fared. I'd say this: It depends on what type of punishment. I have

noticed that sarcasm is used a great deal in disciplining a child. I think this should be watched very closely. None of us like to be belittled before groups. In my opinion, some of that good old woodshed stuff is still good. We should put woodsheds in our school planning program. It might be a good thing to consult with the parents because certain forms of punishment can get out of hand either way, and that's probably why it's gone so far one way or the other. It should have a careful study.

Dr. R.: Do you know any parents who object to corporal punishment in schools?

Mrs. R.: Yes, I do.

Mr. T.: Maybe it's the group I associate with, but most of them I know would feel as I do.

Dr. R.: You think it is a controversial question and there'd be differences of opinion. Well then, with that enlightenment, I think we can tackle the next question.

-----THE WHY AND HOW OF THE PANEL INTERVIEW-----

THERE are times when a teacher may be fully justified in "telling off" a parent. And there are some teachers who really deserve a "piece" of the parent's mind. But such face-to-face explosions would result, in most cases, in much heat and little light.

How, then, can parents and teachers really exchange some down-to-earth, frank ideas without hurting each other's feelings and without emotional conflicts?

One way is the planned panel interview, as demonstrated in the accompanying story of how several parents were interviewed at the preschool workshop for teachers in South Bend, Ind. The program was organized and directed by Arthur H. Rice, editor of *The NATION'S SCHOOLS*, who originated and first demonstrated the panel-interview technique at Miami Beach, Fla., in the summer of 1953, when he was directing the Education Communications Service workshop there.

The E.C.S. workshop at Miami was specially planned for editors and writers of education magazines in this country and eight European nations. That workshop was concerned with the need for a better understanding of what readers of education magazines really think of such publications. It was neither practical nor feasible for these 80 editors and writers at the workshop to sit down and talk with the interviewees individually, partly because readers, in many cases, would not be frank in talking directly to an editor and partly because time and cost did not permit such extensive interviewing.

Consequently, typical readers of the Florida state education magazine were asked to participate in a panel interview. The interviewees were chosen by the local (Dade County) teachers association in a manner that would give proportionate representation to classroom

teachers and persons in various administrative positions within a school system.

Two professional journalists on the staff of the workshop, neither of whom was directly associated with an education magazine, were delegated to organize the questions and to conduct the actual interviewing. The questions to be asked the panel were suggested by the editors.

A bit self-conscious at first, the teachers and administrators soon caught the spirit of the procedure and answered the questions frankly. The editors were somewhat surprised to find that some of their pet notions just weren't corroborated by the testimony of the readers.

Essentially the same technic was used at the South Bend workshop. Only, in this case, the mass interview was between teachers and parents. For that workshop three panels were organized, one each for the elementary, junior and senior high school levels. With the cooperation of the parent-teacher association, five representative parents were selected for each of the three panels.

For several weeks prior to the workshop, teachers of South Bend had been encouraged to write down all the questions they would like to ask the parents of the children in their classrooms and some of the things they would like to tell parents—if they dared. Hundreds of these questions and suggestions were analyzed and tabulated by the staff of the workshop.

Out of these ideas, some 20 to 25 questions were phrased in a manner that would evoke constructive comment from the parents.

Thus, the "telling off" and "giving a piece of his mind" by teacher and parent became a friendly interview conducted on a mass basis. The exchange of ideas took place through the medium of a neutral agent, who prevented

Mrs. R.: I'd like to add a little something to that. Mr. Titus, do you believe that any parent would think it was a good idea to proceed with whatever disciplinary methods he found most effective—with all the neighbors in to listen in on it? Do you think there's any great difference in having correction of students' difficulties take place with an audience at home and with an audience at school? Do you think that you could get very much help for a youngster if he had felt that he was embarrassed in front of a group by any form of correction?

Mr. T.: Maybe I didn't make myself clear. I think no form of punishment or disciplinary measure should be given before a group.

Dr. R.: Isn't the best possible discipline the kind of discipline that the class will give a child?

Mrs. R.: I think a group, the spirit of a group, where the majority of a group want the child to do the right

thing, is one of the best restraining influences the child can come under.

Miss B.: Dr. Rice, do you mean by class discipline a discipline in addition to that the teacher might inflict?

Dr. R.: Yes. Infraction of the rules of the classroom is a violation of the rights of the other children. Many teachers tell me that the best disciplinary technics they have are when other children help to put that child in his proper place. The children talk over the situation as a matter of democracy. They even talk over the type of punishment that the child will get. The child might say: Well, then perhaps I should be punished by not being permitted to go out on the playground.

Mr. T.: I don't believe in letting a group pass judgment on the child unless the group is selected for that purpose—like a jury. The teacher or the principal or the sponsor is better qualified to pass judgment on the measures to be taken than a group

the child's own age. I don't subscribe to that. There may be a little difference here in thinking.

Dr. R.: Mrs. Williams is bubbling with an answer. Let's get her point of view and then we'll go on.

Mrs. W.: Mr. Titus is possibly losing sight of the fact that the teacher is directing this discipline at all times. It isn't coming entirely from the classroom. The teacher has embedded in the children's minds the idea of fairness, and they, in turn, help in the disciplining of that one child. I don't believe the child would feel it was coming entirely undirected.

Dr. R.: This has been a beautiful example of how the panel can help us discover a point of disagreement.

Miss B.: Many teachers feel that there are not enough chances given to the modern young person, particularly in an urban situation, to assume and carry through responsibility and that many of the people who have school difficulties run into these snags

the emotional antagonism that might have developed in a face-to-face conversation and who served somewhat in the rôle of an interpreter between teacher and parent.

"The success of a panel interview," says Dr. Rice, "depends a great deal upon the skill of the interviewer in organizing and presenting the questions.

"Preferably, two interviewers should be used, one at each end of the table. This method keeps the discussion moving rapidly, with each interviewer breaking into the next question before too much time is spent on any one topic and before interest begins to lag.

"The questions should be shown to members of the panel a short time prior to the public program. The panel members can then select the questions that are of most interest to them as individuals. During the actual program, these preferred questions can be directed to a member of the panel by the interviewer, without the audience's being aware that such assignment has been agreed upon in advance.

"Spontaneity and sincerity on the part of the people being interviewed are characteristics that make this type of panel program not only more helpful but also more interesting. At best, the questions should be revealed to the panel only an hour prior to the discussion. If the members see the questions any earlier, they will try to write speeches about them. They should be discouraged from trying to write out the answers or even to prepare notes.

"The panel interview can be worse than a waste of time if it is hastily organized and poorly conducted. Its unique purpose must be kept in mind, namely, that it is to serve as a means of getting answers to specific questions previously proposed by individuals in the audience. In other

words, it is a 'structured' (a fighting word to some group dynamics cults) presentation.

"Four requisites are:

1. Questions must be accurately worded to be a consensus of what the interviewing group (such as the editors or the teachers) really want to know from another interest group (such as magazine readers or parents).

2. All of these inquiries must be boiled down to not more than 25 questions, each of which is broad in its implications and friendly but penetrating.

3. The panel must be truly representative of an interest group. If its membership is stacked or chosen for political reasons, rather than for the ability of the individuals to represent a group, the panel is likely to be inept.

4. The two interviewers must be acceptable to both interest groups (teachers and parents) and must have the knack of keeping the interview moving along rapidly without permitting any one individual to become personal or to monopolize the discussion.

"All of this does not mean that the panel interview shall be a propaganda device. The questions to be answered should be the *real* questions in the minds of the group for which the interviewers are acting. To load or color the questions is inexcusable.

"The answers from panel members, of course, must be their sincere and frank opinions, without any effort on the part of the interviewer to modify, change or direct them.

"South Bend found it worth while to make a tape recording of the panel discussion that accompanies this article. If a panel interview is well planned and conducted, it provides material that may well be worth recording and excerpting for further study."

because they do not know how to take responsibility. We feel, many of us, that the home can be of infinite help in that problem. Mr. Titus, in your home how much responsibility do your children take in arriving at conclusions that affect the whole family?

Mr. T.: In our home the six children participate in all of the major decisions that affect the family. We sit as sort of a board of directors. That board meeting is every evening at dinnertime. We listen to each child as to what he has to say about his school—they attend five different schools—and we encourage them. Our whole trouble lies in not having enough time to hear each child through, because the problems of those starting in school are just as great as the problems of those in high school. We encourage them to discuss their school problems, and that's why I know so much about what is going on in the school. And our children vote on major matters. We voted a year ago whether we should buy a television or not. I was amazed at one of our girls who I thought wanted a TV set the worst. She voted against it. She said, "I have another year of high school and I'd like to graduate with honors." It's amazing when you get a family together and talk things through with them and lay the cards, so to speak, in front of them and let them make the decision: Shall we go here on our vacation? Shall we spend this much money? Shall we get a new living room rug?

Dr. R.: Do you think the same type of sharing decisions should take place in the classroom?

Mr. T.: To a degree. Whether the school should participate in this or that program, or, if the students belong to the drama club, what type of play to put on, how many of the students should participate, who is going to gain the most benefit from it—these are questions a whole class or school can discuss. If you start a discussion at home to let the children participate, they feel a part of it. It's the same at the school. The school problem is not so great when the students think for themselves and do for themselves.

Dr. R.: Do the other members of the panel believe that there are many homes operating in as ideally a democratic way as yours, Mr. Titus?

Mrs. R.: Not many. In a home council meeting I heard a man say

it depends much upon the head of the family. When you have a discussion, does it mean that everyone must agree with the father, or does each one actually have a share in it? We parents must be very careful that we don't so influence the children that we dominate them or, vice versa, that their decisions become ours.

Miss B.: Do you mean that there shouldn't be an absolute veto situation where someone has the right, like in Congress, for instance, to veto a bill?

Mrs. R.: That's right.

Dr. R.: Do you think that children behave in school quite similarly to the way they behave at home? I've had teachers tell me that they were surprised when they visited a home to see how Johnny really runs his home, tells his mother what to do.

Mrs. R.: I've known some cases that were almost startling that way—that is, a child who is a problem in the home to his parents but who seems to offer no difficulties at school. On the other hand, and perhaps more frequently, a child that seems to offer no problems to his parents may be a distinct problem in school. But, generally speaking, the children who are cooperative in the home and who have come from a home where there is reasonable consideration on the part of children for their parents and on the part of the parents for their children offer the leadership and cooperation in the school that we like to consider ideal. It puts a big burden on us parents when we realize that as our children go into school, which is their society, their community, they not only reflect but carry over the characteristics we build into them in the home.

Dr. R.: Doesn't that make it all the more important that parents and teachers really get together?

Mrs. R.: It certainly does. I don't think that the parents have to bear all the blame when our children seem to be—shall we say—"model children" in the home and then offer problems at school. There are personality clashes between teachers and individual pupils, but basically fewer problems are found among children who come from homes where they are not a problem.

Miss B.: Do you think that so-called jacket clubs and potluck clubs should be discouraged?

Mrs. W.: I'm not just sure of what a potluck club is, but I am well acquainted with jacket clubs, and I'm bitterly opposed to them. They definitely encourage juvenile delinquency. A jacket club is a group of boys or girls that decides on some name for a club and just who can belong to it, and it has meetings outside of the school building. Sometimes the parents do not even know where the club is meeting. I know of some clubs that have initiation ceremonies, and you can imagine what some of the things that take place at initiation are. I would like to see school administrators abolish these clubs in some way. Perhaps they do not have so much jurisdiction outside of the school, but at least they could demand that jackets with club names on them not be worn on the school grounds. Not only do these clubs encourage juvenile delinquency, but they create a terrible feeling among the students within the school.

My daughter belonged to a jacket club at one time, and both of my teen-age boys belong to one at present. My daughter was always in tears over something or other. One time she came home and told about an episode that occurred in the school cafeteria. She had other friends in the school who did not happen to belong to her particular club. She went over to sit with them and eat her lunch, and she was ostracized by the other members of her club. Since she belonged to their club, she must eat with them every noon. Consequently she dropped out of that club.

Mr. T.: I'm against potlucks on general principles. What's a potluck club?

Miss B.: As I understand the potluck, it's a clique of girls that meets regularly. The group is made up by a selective process, done by the girls themselves, of all ages in the high school. The club meets outside the



Jacket clubs encourage juvenile delinquency and create ill will

jurisdiction of the school, with no school or adult sponsorship. The potluck itself is just what they bring for their dinner.

Mrs. R.: Potluck clubs are quite informal. As I know them, each is just a group of girls in the same class or in the same neighborhood who meet more or less regularly, bring in their own supper, and chew the fat. Maybe they go to a show afterward; maybe they go out on dates. It's just a friendly sort of a group. I don't think potluck clubs are exclusive. By this I mean there's no initiation, no definite restriction on membership. After all, girls do run in groups all the way through high school, and in the potluck clubs that I am talking about the membership shifts from year to year without any particular exclusion difficulty.

Dr. R.: In other words, these clubs can be good or they can develop into the other type of organization. I'm against the fraternity or sorority type of organization among high school young people. Do these potlucks usually take place in a home?

Mrs. R.: Yes.

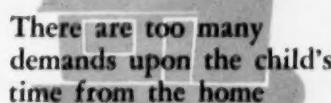
Dr. R.: So there would be some home supervision in that case?

Mrs. R.: Yes.

Dr. R.: At least, for the potluck clubs. I think we've more or less

finding satisfactory places in which to meet. We have turned our basement over to them, and it has now become a clubroom. As long as they meet in our basement clubroom, they are not going to be too far out of line.

Dr. R.: Let's move on to another problem. Teachers complain that



There are too many demands upon the child's time from the home

there are too many demands upon the child's time from the home. Dancing lessons and music lessons and other things compete with homework assignments. Since there are other demands, how long would you like the school day to be? Would you like to accomplish in that school day all the work with the child?

Mrs. R.: We're lucky if our children get home in time for dinner because of one thing or another, and then they rush back to school for something else in the evening. Many times it's related to school. What time remains for them to do any of the other things that we'd like to have them do? Yet I know that the teachers feel the press of activities that we demand for our children too. It's a case of throwing the ball back and forth. But, again, that's a matter of choice. When we were talking about discipline, it occurred to me that discipline has another aspect, and that's a matter of control. If our young people can't learn to adjust their time and their activities, there's the place for parents to exercise a little control.

Dr. R.: May I put in a plug here for parent-teacher conferences? Isn't a conference an ideal time for teachers to sit down with the parent and say: Let's look at the child's total day and get a reasonable distribution of his time?

Miss B.: A great many parents and teachers feel, and the students do too, that the greatest good to the greatest number would come from much smaller class groups than are prevalent in the average high school. I would

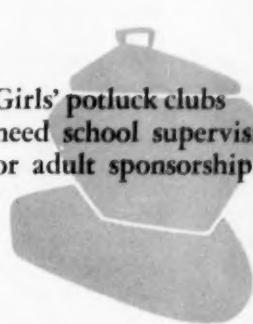
like to ask Mr. Coble how he feels about that.

Mr. C.: It depends upon the subject matter being taught. In some subjects much larger classes can be dealt with by teachers than in other subjects. But, generally speaking, I wish that it might be possible to limit all classes to 20 or 25 pupils. I know that that brings on a tremendous economic problem, yet, generally speaking, teachers can do their best work and pupils can do their best work in situations where the class does not exceed 25.

Dr. R.: If you have a room large enough to handle more children, and if you have facilities and equipment, and if you can direct activities, you can do a lot more with 25 or 30 than you can under other circumstances when they're all under your feet. Another thing, it depends upon the type of children. Sometimes you get a wonderful class and sometimes you get a class with a couple of stinkers, don't you? The question is: How much time and attention should you take from the entire class to try to deal with these two or three? Sometimes they're full of the devil and it's a question of discipline or getting to know how to handle them. Sometimes they're slow learners and require attention. How far can a teacher go in giving attention to just one individual who seems to demand an undue proportion of time? Mrs. Reed, what would you say about that?

Mrs. R.: If the teacher knows her pupils well enough to know whether that child is holding the floor in order to put on sort of a delaying action, that's one thing. Is he just a contentious sort of person or one who likes to hold the floor? We don't like to feel that we're squelching our young people in their desires to express themselves—I think the teacher has to be the judge and has to consider giving better service to the entire group.

Dr. R.: One of the real, real problems of school administration today is how to group children. In high school we sometimes group by abilities and sometimes by age level. Down in the grades, as you know so well, reading readiness comes to children at different ages. Just how should we group children? Shall we be guided by their age, their social relationships, or their ability? In the high school here your practice is to have A and B groups. Boys and girls



Girls' potluck clubs
need school supervision
or adult sponsorship

agreed that we are "agin" secret societies in high school.

Miss B.: May I add something? Probably it is also true that the objectives of many jacket clubs are satisfactory to adults; in themselves they are not demoralizing, but they can become so.

Mr. C.: In a good many jacket clubs the boys are simply seeking fellowship, and both teachers and parents can help in that matter. In my own home, when the problem came up, we found that one of the big problems that the boys had was

who seem to have a little more of the academic aptitudes are put in one group, and those who are a little slower in another. Mr. Coble, would you prefer that classes be set up on the ability level or the age level, or what would you suggest?

Mr. C.: It's quite important that the social relationship be considered as well as the intellectual abilities of the student. Several years ago it so happened that in my own family one member was advanced two grades. As a result she was able to keep up intellectually with those who were older than herself, but socially she did not make the adaptation she should have. In our school system there should be some way of providing for students who are able to deal with the subject matter more readily than others; perhaps they might be given advanced work. I do think that students should not know where they are classified. There's a distinct disadvantage in dividing groups into A and B, where the students know that they are in a sublevel or in advanced level; yet in each class provision should be made for those who are in the advanced level.

Mrs. R.: When a child who is near to both groups is placed in the lower group, the parents suffer too.

Miss B.: Do you believe that students should acquire the habit of working diligently at a project whether it is interesting to them or not?

Mrs. R.: If I had to answer in just one word, I would say Yes. Because I believe a good part of life consists of seeing a thing through. However, if a student on high school level starts Latin or algebra and finds that he has no interest in it whatsoever, perhaps it's better to drop the course. I don't like to see anybody become a quitter or a vacillating sort of person who can't make up his mind. This is another opportunity for a conference between parents and teacher. On the high school level the student should be included in the conference. Together they can decide whether it is better to see the course through to the bitter end or to drop it and start in on something else.

Dr. R.: What you really said then, and it's a good answer, is, it *depends*. It depends upon whether the project itself is worth while for the child. Mr. Coble, do you think that South Bend high schools present about the right amount or too much in the way of extracurricular activities?

Mr. C.: South Bend high schools are especially well equipped for certain types of extracurricular activities. However, I wish there might be greater balance. This is a very tender subject, but athletic emphasis is sometimes overstressed. We should try to balance our curriculum and give some of the other phases of our school life a little better chance, particularly music, drama, and the other fine arts. There have been instances where a child has had to make a decision as to whether he was going to take part in music or in athletics. That kind of a decision should not be forced upon the child. The curriculum should be worked out so that he can take part in both types of activity. The average child's time is preempted pretty largely by the school program throughout the school year. And there are other activities in which he must take part if he's a member of the community. He wants to be a member of his church and take part in the church life. He wants to be a member of some social organization, perhaps, some club that has no relationship

understand me. The teaching of politics and government should be done in the school. The decision as to politics should remain in the home.

On the matter of religion, we strive to make fine Christian citizens of our children, and there's a certain part the school can play and a certain part the home can play. What I'm getting at is that I don't think the home should shirk its responsibility in guiding the children to the final decision on religion or on politics. There're going to be times when a student is going to want to know the teacher's political stand. And that may be a swaying point, but that teacher has got to remember she's the teacher.

Dr. R.: Now for the final question. What is it that most of all you want the school to do for your child? What is the greatest benefit? Pick out one thing that you want the school to do for your child.

Mrs. W.: Possibly the first thought that comes to a parent's mind is that the child be given a background that will enable him to become a well rounded good citizen of the United States or of whatever the country may happen to be. But I feel, too, that when students are handed a diploma, we as parents or teachers think we should be able to say: Here's your diploma, you've been graduated, you're an adult, you're ready to meet the emergencies and perplexities and the problems of life. I don't believe high school graduates are. I think they're just beginning.

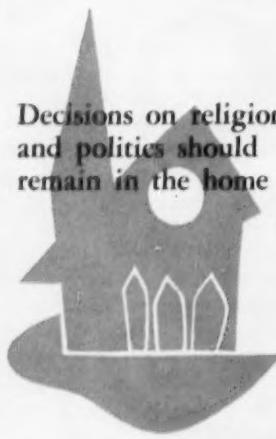
Mrs. R.: Basically, all that parents and teachers want to do with and for the children is to help them meet life and to prepare them for advancing in life to a time of continuing satisfaction through achievement of some sort.

Mr. T.: We probably all agree on the same thing. If schools can equip children with the best of working tools to meet life, why—that's it.

Mr. C.: I hope that the schools will teach my children the desire to achieve something of distinction in some area of life. But also to achieve some social graces and some relationship to other human beings in which they discover that others have achieved things too, and that these achievements may be in entirely different areas.

Dr. R.: On behalf of the panel, we want to thank you teachers of South Bend for letting us express the parents' point of view. You've been an inspiring audience.

Decisions on religion and politics should remain in the home



to school, and he needs to have a little time for broadening his life.

Dr. R.: What are the subjects that should be handled only by the home and what are the subjects that should be handled only by the school? What are these relationships with the child that belong only in the home? Mr. Titus, we'll ask you this one.

Mr. T.: That's a toughie, because up to this point we have been talking about school and home working together on all the angles. Now what part can we break down for the home and what part can we break down and leave to the school? I should say, religion and politics. Now don't mis-

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CORNERS
AND
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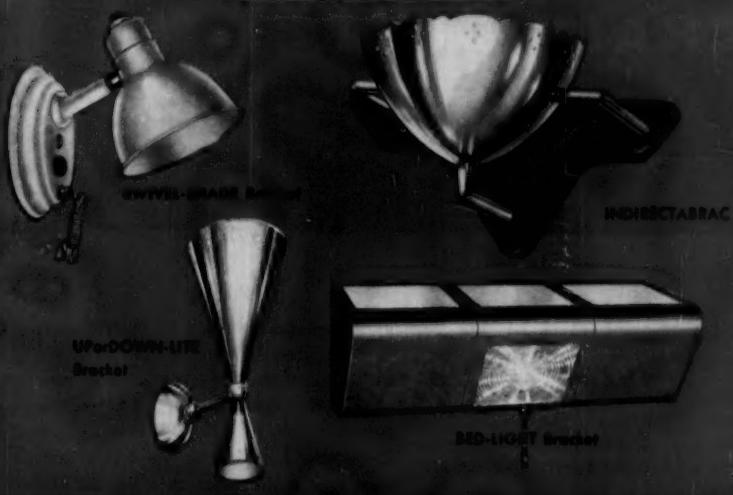
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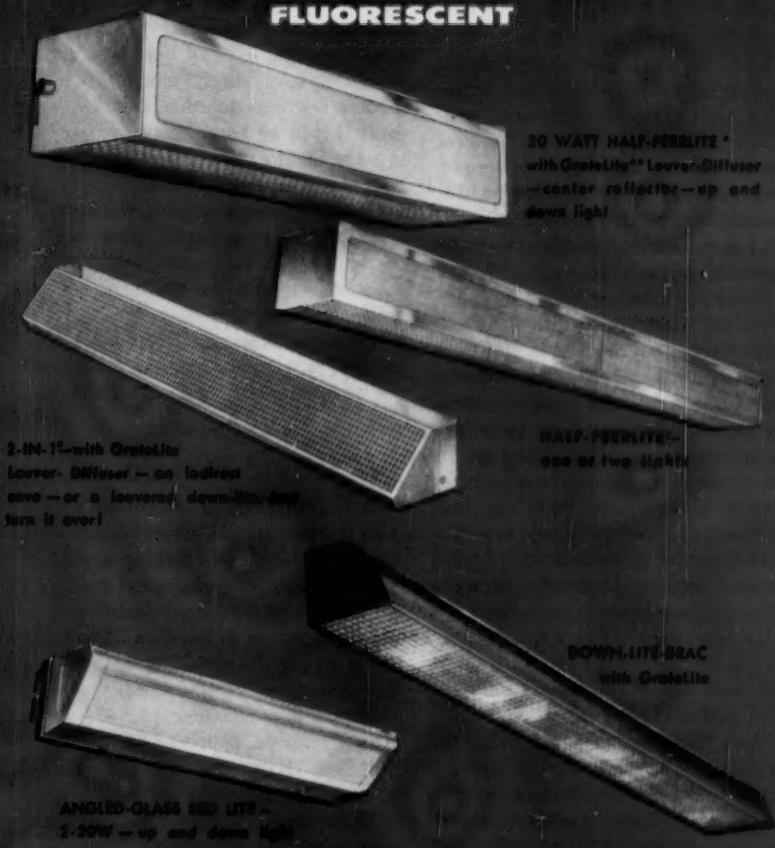
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CHALK DUST

Frederick James Wyndam



COLLECTOR'S ITEMS

A NATIONAL MAGAZINE reports the inexplicable hobby of Ralph Wyndam of Bellingham, Wash. Mr. Wyndam, so it seems, collects ancient and decrepit typewriters, and he explains with some sorrow that ancient and decrepit typewriters are more difficult to come by than the casual collector might imagine.

Mr. Wyndam, your long and arduous search is over! It is obvious that you have neglected an inexhaustible diamond mine. Acres of typewriters are in your own backyard, as it were. If you will go to your nearest school administrator, sir, you will find, in his office and in his typing classes, machines more antique than your most lustful dreams have ever portrayed. You will find every machine so sufficiently decrepit that you will probably need a mortician's basket to carry home the pieces.

These machines are not ill used, Mr. Wyndam; they are simply tired and old. They are guaranteed antiques, originally provided by a board of education in some long gone era when the school budget was flush. The school superintendent probably cannot specify that period with any degree of accuracy because it was more years ago than most school superintendents wot. The machines have no manufacturer's name because they are composites of many older machine models cannibalized and oiled (occasionally) by a faithful janitor, wired together with paper clips. But each one is a collector's item and each part is older than the whole.

And the typewriters work, Mr. Wyndam. The miracle is that so many generations of students learn to type on an 1896 hand cranker and then go forth to the 1955 two-color electronic jobs in the business world and make good. There is no royal road to typewriting, as the fellow says.

If, perchance, your nearest school still handles its correspondence in

longhand because of budgetary difficulties, may I suggest that you get in touch with me. If you will visit me in the dead of night, when the taxpayers are resting, if ever, I can show you a collection of typewriters that will make your eyes squint and your fingers sore.

Incidentally, while you are here you may decide to grab off a few dozen ancient sewing machines from our homemaking department. They are collector's items also. Or, would you care for several cartloads of books from the library? Or maps, maybe? I can assure you that most of our maps are desperately and utterly antique. How about a few encyclopedias, Mr. Wyndam? I will be happy, too, to throw in a few hundred of our pre-Civil War bottom-pincher pupils seats.

For all these ancient items, and many more as yet uncataloged, there will be no charge. You must only guarantee to get them out of town, sight unseen, and at a time when Mrs. Busty is away on vacation. Otherwise, you can just as well take me, too, for I am not so young as I used to be, either.

* * *

THE ATOMIC CURRICULUM

ONLY ONCE IN A BLUE MOON does an educational survey come up with any very earth-shaking conclusions. Because of pedagogical gobbledegook, an occupational inability to draw conclusions in less than 20 pages, and a strong distaste for sticking out unnecessary necks, most educational surveys are preplanned, planned, executed, received, approved and quietly filed with reports from the U.S. Office of Education and other trivia.

Great credit is therefore due the state education department from one of our eastern states which has just released a study that may revolutionize the entire curriculum.

More than 1500 girls and boys, aged 9 to 12, were asked what sort of

physical education activities they enjoyed most and felt were most important. If the replies are valid and if the kids didn't have their tongues in their cheeks as usual, the physical education curriculum is in for a rough time.

The little girls unanimously stated that turning cartwheels was important. They agreed, too, that learning to stand on their heads was a valuable skill. It appears the girls are more adept at both of these desirable practices than are the little boys. This will probably not come as a surprise to the school superintendent who has had to work with a preponderance of females most of his life.

The little girls voted enthusiastically for roller skating. The little boys decided on archery, probably because of the current crop of TV Indians. Nobody thought jacks were important. As a matter of fact, the kids didn't know what jacks was, or were. Trust a state education department to include a joker question like that.

But all this useful information was incidental to the \$64 question: "Which do you think more important," the boys were asked, "to learn to run fast or to learn to box?" A great majority of the little boys agreed that boxing was probably all right, but the more important ability was to learn to run and to run fast. It would seem that the younger generation has already been indoctrinated with the philosophy of the atomic age.

DEFINITION

A SCHOOL SUPERINTENDENT is a chap who spends hours of conversation with all manner of folk but who communicates with his wife only by telephone to tell her he will not be home for dinner; who spends a lifetime helping other people's children but seldom sees his own; who teaches kids how to earn a million dollars but who never quite has enough cash to pay his note at the bank.

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SALESMEN KNOW that more can be done by telephone than by letter, more by personal visit than by telephone. Likewise, school supervision! More by faculty meetings than by memorandums, better by personal conference than by faculty meetings.

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has invited Ludman Corporation and 26 other outstanding American manufacturers of school building products and equipment to participate in a traveling exposition touring 250 cities, which will give school officials an opportunity to see the changes in schoolroom construction over the years. Co-sponsored by the Henry Ford Museum and Deerfield Village and The Encyclopedia Americana it will feature replicas of schoolrooms of 1840 and 1890 contrasted with the ideal classroom of today and tomorrow. Ludman Auto-Lok Control Bar Windows are displayed in the modern section which reveals the latest in classroom architecture. See it in your city.

*Geoffrey Baker and Bruno Funaro in "Windows in Modern Architecture"

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Training Teachers to Use A-V Resources

BEALER SMOOTHERMAN

Audio-Visual Director

Middle Tennessee State College, Murfreesboro

WE can't go far in curriculum improvement until teachers understand the types and uses of the many resources now becoming available to them. Learning more about audio-visual materials and their effective use is rapidly becoming an essential part of teacher preparation. Teachers must develop competency in appraising, selecting, using, assembling and operating, producing and storing audio-visual materials and equipment.

Use of field trips, dramatics, sound motion pictures, filmstrips, slides, flat pictures, recordings and similar media is becoming widely accepted in effec-

tive teaching. Alert administrators now promote and implement desirable audio-visual practices and facilities in their schools in a variety of ways.

Here are some ways administrators in our locality have promoted a broader understanding on the part of teachers of audio-visual methods and materials in teaching.

Only in recent years has formal college training in the use of audio-visual resources been available to most teachers in training in our state; thus, the need for inservice training workshops has been widely recognized. Numerous countywide or citywide

workshops in audio-visual materials and methods have been conducted in the service areas of our colleges in the last three years upon request from superintendents and supervisors of instruction in the various school systems. Many of these have been conducted during preschool conferences; others, as a part of professional inservice training programs. Frequently, in these inservice training meetings, teachers who have been doing outstanding work in teaching through the use of audio-visual resources are called upon to share their experiences with other teachers in their area through demonstrations, exhibits and discussions. College and other professional personnel are frequently called upon to help. Many of these are one-day workshops, but others are planned to include periodic meetings during part or all of the school year.

Many teachers, along with their superintendents and supervisors of instruction, have requested and participated in off-campus workshops in audio-visual materials and methods sponsored by Middle Tennessee State College. These are usually conducted one evening a week for 12 weeks in the county seat. Participants may earn undergraduate or graduate credit. The superintendents and supervisors often are instrumental in helping to get these workshops organized.

One concern administrators have shown in the training of teachers to use audio-visual resources is that of developing a clear concept of where

These pupils are studying transportation with the aid of audio-visual resources.





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TRY as they might, thieves simply cannot fool the new Kidde Ultrasonic Burglar Alarm System!

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FLOORS, WALLS AND CEILINGS! Let a thief try chopping through the floor, walls or ceiling, and he's as good as in jail. Even if a thief conceals himself in the protected area, his first move will give him away. And, if power fails or if someone tries to sabotage any of the system components, tamper-proof devices instantly sound the alarm!

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such materials fit into the learning process. It is extremely important that the use of such materials not become an end in itself but that such use shall serve as an effective means of helping to achieve the teaching and learning goals that determine other classroom activities.

Administrators are especially interested in teachers' being given opportunities to learn to operate audio-visual equipment. Included are the opaque projector, the combination slide and filmstrip projector, the 16mm sound motion picture projector, the three-speed record or transcription player, and the tape recorder. Teachers enjoy learning to handle these instruments with ease and confidence. They are surprised to learn that operating a machine of this type is not as difficult as they had expected. Knowing how to operate the equipment and feeling at ease while operating it encourage many teachers to search for new and better ways of utilizing various projectors and recorders in the classroom.

Learning to use chalkboards, bulletin boards, exhibits, flat pictures, slides, filmstrips, motion pictures, three dimensional materials, field trips, educational recordings, radio, charts, models, mock-ups, and "free materials" effectively in teaching has constituted a large part of the activities in these workshops. Most teachers are surprised to learn what a vast amount of free material is available to them in selected subject matter fields and on various grade levels.

TEACHERS LIST SUGGESTIONS

The following list of suggestions for chalkboard utilization was worked out by teachers in a workshop.

More attractive physical characteristics of chalkboard are:

1. Chalkboard space should be carefully selected.
2. Colors should range from yellow to green.
3. Colors should blend with interior of room.
4. Boards should not have glare.
5. Children should have "front on" view.
6. Boards should be kept clean.
7. Downward strokes should be used to clean board.
8. Boards should be within easy reach of the children.
9. Contrast should be provided between background and drawings.
10. Chalk should be prepared properly ahead of time.

11. Colored chalk enhances explanations by the teacher.

One of the most profitable types of experiences for teachers in these workshops is learning to produce some of their own audio-visual aids. Examples of these are charts, posters, diagrams, flat pictures mounted and filed so they can be found when needed, models, mock-ups, wet-mounted maps, disc and tape recordings for classroom use and for radio broadcasts, flannel boards with a vast array of cut-out materials for use with them, card files of audio-visual resources, stick and hand puppets, series of color slides with tape recorded narrations, filmstrips with music and narration on discs and tapes, simple movies of school activities, sets of photographs (enlargements and copies), and many other similar types of aids. These are demonstrated to large groups in order that the other members of the workshops might benefit from the ideas of individuals and small groups.

SLIDES SHOWN

One superintendent encouraged his teachers to produce a series of color slides depicting various school activities. These slides were shown to other civic clubs and community groups to acquaint the public with the job the schools were doing and the conditions under which the job was being performed. This contributed toward a more favorable attitude regarding the consolidation of several small schools.

In one school three teachers worked with their classes in making color slides of interesting and outstanding places and events in the county's history, industry and occupations. Tape recordings explained the significance of each slide and related it to county development. Another group recorded a children's story with characterizations, musical background, and sound effects, accompanying it by a filmstrip of illustrations from the story.

In many of the workshops conducted for college credit, both off-campus and during Saturday and evening classes, the reaction of participating teachers has been extremely favorable. "The most practical course I have ever had." "Most enjoyable." "Should be required of all teachers." These are characteristic responses from teachers at the close of these workshops. Such responses indicate that teachers appreciate the opportunity and the significance of learning to use audio-visual resources.

BURBANK UNIFIED SCHOOL DISTRICT SOLVES ACCOUNTING PROBLEMS WITH BURROUGHS EQUIPMENT



A Burroughs Typewriter Accounting Machine handles inventory records, daily labor tickets and other items.



Burroughs Sensimatic Accounting Machines prove their versatility in more than ten vital accounting operations.

Many and varied beyond the usual are the accounting problems encountered by the Burbank Unified School District. Composed of fifteen elementary schools, three junior high schools, two senior high schools, two adult education schools, and three nursery schools, with lunch-room operations in twenty of these, the accounting tasks that must be handled include appropriation, material, supply stock, food stores, payroll and job cost accounting; also absence and retirement reports. And all these tasks are performed efficiently and easily with Burroughs equipment.

Some of the equipment used to accomplish these accounting functions includes two Burroughs Sensimatic Accounting Machines employed for posting a wide variety of records and preparing various reports. A Burroughs Typewriter Accounting Machine is used for calculating material stock requisitions and posting stores ledgers, as well as calculating

and posting wage records and cafeteria payrolls.

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THE SCHOOL LUNCH

Conducted by
Mary deGarmo Bryan

Dispensing Milk in Vending Machines

RICHARD PHEATT

Director of Public Relations
Public Schools, Toledo, Ohio

WE'RE successfully selling milk in coin vending machines in the public elementary schools at Toledo, Ohio.

There is happy promise of a solution to a tough old problem in this pilot milk program.

Many a big city school principal has shuddered at the thought of having to deal with a schoolwide milk distribution project. Many a big city superintendent repeatedly has refused to set up such a plan because of the costs in money, labor and time and the infinite number of other details involved. Curiously, the problem does not seem so great in small districts.

In Toledo, the program was begun in March with the installation of vending machines in four schools with a total enrollment of almost 3500 pupils. Plans were made in cooperation with three Toledo dairies, says E. L. Bowsher, superintendent of schools.

The program, which in time probably will embrace all of Toledo's 50 public elementary schools, appears similar to that being adopted by more than 1500 schools throughout Ohio under contracts with the state department of education. This is part of the federal government's program under which Ohio was granted a sub-

sidy of \$1,732,000 each year for 1955 and 1956.

The pilot scheme in Toledo, now running smoothly in six schools with more than 5000 pupils, has pleasingly amazed everyone involved, especially the superintendent, the principals, and the cafeteria supervisor, Bernita Marlow, who were "ready for almost anything to happen."

"But we have had no trouble," declares Mrs. Marlow. "We have not had one call reporting a snarl in the program since the dairies installed those vending machines. It's been 'as smooth as glass,' and everybody seems happy about it."

And speaking of glass touches on another phase of the plan. Five vending machines in two of the schools are designed to sell automatically half pints of milk in glass bottles. Ten machines in the other four schools sell half pints of milk in waxed paper cartons.

This phase of the program, too, is experimental. Toledo, one of the world's great glass manufacturing centers, uses glass containers wherever and whenever possible. Thus far, however, the half-pint paper cartons have proved easier to use, and vending machines designed for paper cartons to date seem more efficient. Machines for paper containers hold more than 200 half pints as compared to 112 in the glass bottle machine and create no bottle return problem.

In Toledo the program started in kindergarten and first grades and gradually was broadened week by week to make the facilities available for all children. The vending machines, which cost from \$500 to \$700 each, are purchased, installed, operated and serviced by the dairies. For a

For Toledo children it's milk, not soft drinks, at the vending machines.



C ontended guests

Having savored a serving of a Sexton preserve or jelly, it is not unusual for a guest to comment on it—even to ask where it may be obtained. No thin, syrupy mixture this but the full-bodied essence of the plump, ripe fruit, blended only with crystal cane sugar cooked to an elegant consistency. A trial assortment from the great variety of Sexton jams, jellies, and marmalades and fruit butters will be an education in how so seemingly small a detail can mean so much in guest contentment.



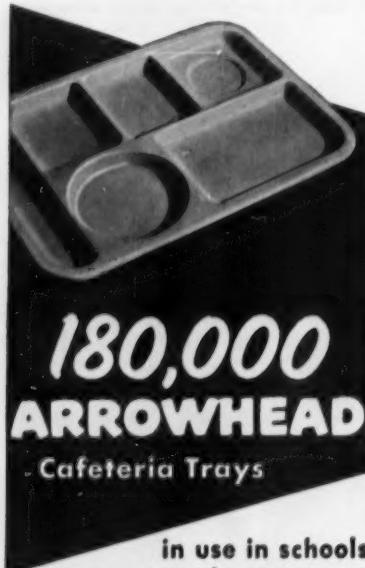
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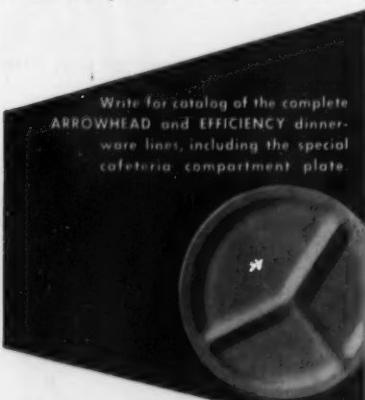
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time there was a scarcity of them because of demands resulting from sudden popularity of the national milk vending idea.

The new program, nonprofit to the schools, of course, is in addition to the national school lunch program and is based on a formula of cash reimbursement tied in with the cost of the additional milk served in the schools.

The price formula is based on the average daily consumption of 7594 half pints of milk per school day during February and March 1954 in 12 high and elementary schools which have cafeteria facilities. One other school, which has had its own milk program, also has been allowed a 2 cent subsidy on each half pint.

A 4 cent subsidy is granted on each of the half pints sold beyond the 7594 base, Mr. Bowsher and Mrs. Marlow explain. A 3 cent subsidy is given on every half pint now sold in the six elementary schools of the new pilot program.

Contracts were negotiated with Wade D. Bash, state supervisor of the school lunch program.

While the new plan permits sale of half pints at 5 cents each, the 13 schools under the old program continue to sell white milk at 7 cents and chocolate milk at 8 cents per half pint. Both programs, however, are completely nonprofit to the schools. The greater subsidy permits sale of the nickel bottle under the pilot program. A paper profit of \$33.49 is shown for the months of March and April. The schools have absorbed the cost of electricity, teacher time spent, added bookkeeping and so forth.

DETAILS OF DISTRIBUTION

Each principal and his teachers had to work out certain details of distribution. Some distribute in the morning, some in the afternoon, some in the morning, at noon, and in the afternoon. Originally it was proposed that upper-class boys collect nickels from the pupils, put the nickels in the vending machines, get the milk, and deliver to the various classrooms. However, it seems to be most practical to have children walk to the machine by classes simply for the exercise.

Instead of a coffee break, it's been a milk break. The *Toledo Blade* ran a picture of kindergarteners on the first day of the experiment with the

machines and titled the picture "Break for Half-Pints." Did we say there have been no snarls? One principal reported a boy became so hungry waiting for his milk that he swallowed his nickel. The boy suffered no unhappy consequences.

Dairies have assumed full responsibility for keeping milk refrigerated and for removing discarded containers. The glass bottle machines, how-



Dairyman fills milk vending machine at Longfellow Grade School, Toledo.

ever, being smaller, require reloading by the teachers. Sale of chocolate milk has been seven times that of white milk, although with the event of warmer weather more white milk has been sold. In April, 123,518 half pints were sold in all the schools. This was 9608 half pints more than the base consumption of 113,910.

A 4 cent subsidy instead of 3 cents was received on the difference. This amounted to \$872.43 on the elementary program alone and made up the loss incurred in selling the half pints for a nickel in the vending machines. Another way of putting it is to say that the subsidy was returned in payment to the dairies.

The problem of providing milk for all children, some of whom are not able to afford it, is being worked out, according to Supt. Bowsher, through one of several plans. Children unable to buy their own milk will be provided with it, but working details are still to be clarified. The first objective has been to install the machine and put the distribution system into efficient operation.

Toledo's and Ohio's basic milk plan stems from one originally suggested to the government by Ezra Benson, secretary of agriculture, and designed to utilize the nation's dairy surplus. Congress last year authorized \$50 million to subsidize the program.



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Personnel Policies for Nonprofessional Employees

H. H. LINN

Professor of Education, Teachers College, Columbia University

AN ESTIMATED quarter of a million persons serve our public schools in a variety of capacities of a nonacademic nature, such as building service employees, bus drivers, food service workers, secretaries and clerks. Their services have an important bearing on the successful operation of the schools.

School administration is at its best when conditions are maintained that permit carefully selected personnel to work to the best possible advantage with a high level of morale, and so we may raise such fundamental questions as the following:

What policies will influence the working conditions of nonprofessional personnel favorably?

What principles should govern initial employment?

What inservice training is most useful?

What criteria should be used as a basis for judging performance?

To what extent should employees participate in the determination of policies that may affect them? What emoluments should be established for the nonprofessional personnel?

CLASSIFICATION AND PAY PLANS

Obviously, with the many different types of work to be performed, a basic administrative step is the establishment of a classification plan that groups positions of similar duties and

responsibilities, designates titles, and describes the levels of competence. A salary plan should be closely associated with this classification plan so employees are paid fairly; in other words, "like pay for like work" within the service and the community. The classification plan will form the basis for work assignment and application of a salary scale.

SELECTION OF EMPLOYEES

Most people who work for schools are public employees, and this very fact has a bearing on our problem. In many cases the employees are not selected primarily by the school people who are to use their services but are selected through another agency, such as civil service. In some cases at least, the persons are selected because of political affiliation. While in theory, it would seem desirable to give everyone who is qualified the opportunity to obtain a public position that may be open, without discrimination or favoritism, the plan is not wholly successful as presently practiced. Tests for the selection, which presumably are intended to be objective, are not completely so, and many aspects of personality important for school employees are not measured at all. Persons on civil service have continuing tenure and usually retain their positions for an extended period of time. Attempts to reclassify, to transfer, or

to discharge individuals may meet with implacable resistance.

Even when there is no civil service, with its specific restrictions, once a person gets on a public payroll there is difficulty in removing him because of disagreeable pressures. If appointments are made primarily because of political affiliation, the situation may be so embarrassing that supervisors who initiate charges against incompetent or unsuitable employees become the defendants in the action.

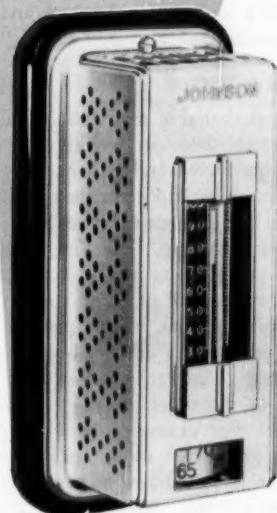
Since it is so difficult to remove people who once get on the public payroll, it is important that care be exercised in the original selection. In the meantime, we shall have to work with those presently in service, and we should do all we can to bring them to the peak of their ability. From the long-term point of view we should take definite steps in the direction of strengthening the selection process for new employees, thereby stepping up the potentiality in the years ahead. This means that we, as educators, should resist appointments based more on political considerations than on merit, and that we are also justified in taking whatever action we can toward improving the civil service system of selection to the end that better school employees are chosen.

Too many of us have assumed that the civil service authorities will draw up all the rules, regulations and re-





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quirements and that we will have to accept them without challenge. In my opinion, the civil service system, although well intentioned, has weaknesses that ought to be strengthened. In my own contacts with administrators in civil service organizations, I have come to feel that many wish to oversimplify their work so as to avoid arguments and disputes.

PROMOTIONAL PERIOD

Whatever the process of selection may be, it would seem that new employees coming into the service should be required to serve for a probationary period, during which they would have an opportunity to demonstrate their competence, personality characteristics, and potential for future development and growth. I would prefer to see a minimum probationary period of six months. During such probationary period management, of course, should pay close attention to the new employee and should attempt to assist in his or her development. It is possible that the employee may appear to be a failure because of the particular job assignment, location or supervisor involved; a transfer to some other location or job may be appropriate.

If, at the end of a probationary period, an individual has failed to meet prescribed standards, even though management has done everything possible to help, then, from the long-term point of view, it may be better for management to face the unpleasant task of discharging the employee. Too many incompetent people are on the public school payroll because somewhere along the line management did not have the courage to do the unpleasant thing. It is much less disagreeable to lay off these persons promptly instead of allowing them to linger indefinitely, never giving satisfaction.

INSERVICE TRAINING

An employee should be encouraged and aided to improve himself on the job and to prepare for possible promotion. Since schools are educational institutions one would expect that more attention would be given to inservice training on the part of the several school departments. For example, if the local high school has a commercial department, should there not be teachers capable of giving further instruction to the clerical and secretarial staff? If the school system employs

competent supervisors on managerial levels, may we not expect that these supervisors should be able to provide some inservice training?

The extent to which inservice training can be offered, of course, would depend in part on the size of the community. In a large city school system it should be possible to organize formal instruction for a large group of persons within a given department. For example, building service employees might meet for a half day (on Saturday morning) once a month or for a two-hour session on alternate weeks; or a more intensive short course embracing from three to five days might be offered during a vacation period. Such inservice training should be done on school time or with compensated equivalent time off if held during out-of-school hours.

The instruction might be in the nature of round table discussions, lectures or demonstrations. In some cases, demonstration by the most proficient employees may be quite appropriate.

There is no set pattern for instruction. In some cases, managers and/or supervisors may take the lead; in some cases, outside persons may be brought into the training program, but, in many cases, it is highly desirable to have the most proficient of the local employees lead discussions and demonstrate their ability. This often aids the morale of the person involved and also that of other employees.

A note of warning may be sounded at this point: Anyone who is to appear before the group should have a knowledge of the subject and should have the ability to present it without developing unreasonable resentment. Employees generally quickly spot the blow-hard, the bluffer, the pretender. Therefore, care should be exercised in the choice of the employees who are to lead discussions or to demonstrate procedures. Films may be a useful means of demonstrating certain aspects of the work.

PROMOTION

Competent persons within the system should be considered when promotional opportunities arise. Promotion, however, should be based primarily on merit and suitability, although seniority may also be given some consideration. Management should be sure that those who are promoted are, in fact, competent to serve in the new capacity. Promotion

should not primarily be a reward for being agreeable and for being a "yes man."

A probationary period should accompany promotion within the ranks. There are persons who have ambition and a desire to move ahead and also have a certain measure of ability but who are not able adequately to handle the requirements of an advanced position. This is particularly true if the promotion moves an employee from the ranks of labor to a managerial or supervisory level. It should be clear to everyone that the best typist may not necessarily be a good private secretary or office manager; that the best cook may not be able to fill the position of a cafeteria manager; or that the best custodian—as far as actual job performance is concerned—may not have the ability to become a good head custodian.

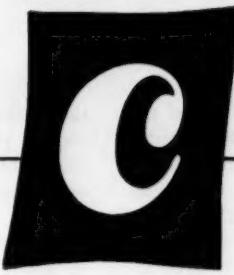
Those who are placed on levels involving management must have a certain suitability, abilities and attitudes that may not be required for jobs on lower levels, and a good worker who becomes a weak supervisor may become a source of annoyance and embarrassment.

EMOLUMENTS

It is desirable that definite policies be established—in writing—to point out the rights and privileges of employees. It is important that we understand the difference between a "right" and a "privilege." The "right" is specific and definite and is not changed by the free will of either the employee or management. The "privilege" is not precise and definite but is an advantage voluntarily granted by one side or the other, usually by management. For example, the local policy may grant two weeks' paid vacation a year, but the board of education may grant an additional half-day or more for vacation preceding Christmas day. There no doubt are occasions when a privilege is quite appropriate, but management should be aware of the fact that the habitual granting of a privilege ultimately may be assumed to be a right.

SALARIES AND WAGES

It is desirable that regular nonprofessional employees be placed on a definite salary schedule. This might well provide for a basic beginning salary for a given position classification with from three to five automatic increments eventually to reach a maximum



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for that classification. In some communities, of course, certain positions may have a single stipulated salary with no routine increments. This would be true particularly in cities where there is periodic collective bargaining or where, for example, the prevailing wage rates established for laborers not in the school system are accepted as appropriate salaries for school employees. It is not necessary to place the nonprofessional personnel on a salary schedule patterned after the schedule established for the certificated employees, which provides for lower initial salaries and increments for a period of from 12 to 15 years before the maximum salary on the schedule is reached.

The initial salary paid the nonprofessional employee will have a bearing on the type and qualifications of the person brought into the system. Other things being equal, the higher the beginning salary level the higher the stipulated qualifications may be for the new employee. For example, if the beginning wage of a school custodian is \$3600 rather than \$3000 a year, one may be sure that more people with qualifications for the po-

sition will be interested. I am of the opinion that over the long run a better quality of personnel will be brought into the school systems if the beginning salary is on the high side with relatively small increments than if the beginning salary is low with large increments. Over the long run we will get just about what we pay for, and a fairly liberal salary schedule for non-professional employees will prove to be a good investment.

At this point I should like to suggest that the position of head custodian in a large high school building should be worth as much in salary as the maximum of a high school teacher, which may range from \$6000 to \$7500. Certainly, the competent head custodian of a large high school building who has the responsibility of directing a considerable number of assistants and is responsible for the care of a multi-million dollar plant and for the safety, health and well-being of hundreds, even thousands, of human beings is worth as much as a classroom teacher working with an average of 25 or 30 pupils. Frankly, if we paid a sufficient salary for such a position we might set up qualifica-

tions that could attract a college trained person who could be put in charge of a school plant with its involved mechanical and technical equipment.

Industrial concerns do not hesitate to pay relatively high salaries to their plant superintendents whose chief business is that of seeing that the physical plant is kept in a high state of serviceability. Schools may well follow this pattern, assuming, of course, that competence and suitability will be criteria for appointment. Admittedly, many individuals who now hold such positions do not have the desired high level qualifications and, therefore, do not merit the high salary.

HOURS OF SERVICE

A five-day, 40 hour week has become the general pattern in industry, with some classifications of labor enjoying an even shorter work week. This trend toward a shorter work week will no doubt continue in the years ahead. Schools cannot lag far behind the established pattern accepted by commerce and industry. Indeed, many city school systems have for years been operating on a five-day, 40 hour basic work week; they have made adjustments in either the pay scale or equivalent time off during vacation periods if they require employees to work a longer period during the school term. In some cases, the shorter work week may mean that more help will have to be employed, but in some cases staggered work schedules may solve the local school problem.

In the case of building service employees, it may be possible to reduce working hours and still maintain good standards of service by assigning some employees to evening or night jobs or to week-end schedules. There is no particular reason why all building service employees should have the same scheduled hours of work during a day shift.

In some communities, particularly in small ones that have one school building and a single custodian, a five-day, 40 hour week may not be practical. The plant may have to be heated over week ends during the heating season, and a substitute fireman for such limited service may not be available. Also, a certain amount of work has to be done in the school, and eight hours a day may not be sufficient for acceptable job performance. There is no reason, however, why a five-day,

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40 hour week should not be considered basic, with appropriate adjustments in salary or time off.

OVERTIME

A definite written policy should cover overtime service beyond the normal work week or work day. In some cases it is clearly understood that a particular job may require an indefinite amount of such overtime, and the salary schedule is adjusted to include this factor. For instance, this might apply to a custodian in a one-man school building.

In many school districts, the non-professional employees receive extra pay for overtime service, which may be either on a flat rate or on a premium basis. In some districts, there is no additional pay, but an adjustment is made in other time off, either on an equivalent or on a premium basis.

It should be kept in mind by all those who establish personnel policies that a premium rate for overtime pay originally was intended to be a penalty against management rather than a reward to labor.

Now, when labor in industry is attempting to win its fight for a guaranteed annual wage, it may be appropriate to suggest that most school employes already have obtained this desirable goal. Since the schools have a fairly long period of great activity but also a long summer vacation, a schedule can be set up that provides a longer work week or work day during the school year, with a short work period during the summer.

As an illustration, in Providence, R.I., school custodians average 40 hours a week for 50 weeks, or 2000 hours of work per year, exclusive of two weeks' paid vacation. Employes may be required to work as many as 48 hours, six days a week, during the school year, and receive time off during vacations to bring the total to 2000 hours in 52 weeks before there is extra overtime pay for scheduled work.

VACATION ALLOWANCE

Vacation allowances for nonprofessional employes vary. Some persons who are employed for the school term only, such as food service workers, bus drivers, or clerks, may be paid for a brief period equivalent to a vacation and then be laid off for a longer period without pay during the summer vacation period. In some cases these employes may be given an opportunity to work in the schools in another capacity during long vacation periods, as they generally need a source of income throughout the entire year.

It is general practice to grant non-professional employes two weeks' vacation with pay per year. There appears to be a trend toward longer paid vacations for those who have been employed within the school system for an extended period of time. For example, employes with less than 10 years' experience in the system may receive two weeks per year; those with from 10 to 15 or 20 years of service may be rewarded with three weeks' paid vacation, and a longer period of service may entitle an employe to a month's paid vacation.

The denial of a paid vacation to regular full-time employes is shortsighted, from both a social and an economic point of view. Men and women are physically and mentally refreshed when given a reasonable time for relaxation from routine duties and responsibilities. Time taken off for vacation during the nonschool periods

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does not represent a loss of service; usually it results in improved service and a better attitude.

HOLIDAYS

It is common practice to grant school employes some holidays with pay. There should be a written policy stipulating the specific holidays so there can be no question on the part of either labor or management as to what these provisions are. If any employes must report for work on such holidays, there should be a definite understanding concerning the extra pay involved, if any, or of the provision for other time off. In many cases, the person required to work on a holiday receives a premium adjustment in terms of pay or time off.

SICK LEAVE PROVISIONS

A definite sick leave policy should be established to cover nonprofessional employes, who—like other human beings—have periods of illness. A fair policy will protect both school and employe. When an individual is really ill, he ought to stay home and receive proper rest and medical attention so that he can recover quickly.

From the standpoint of the school, he should not expose pupils and others to possible communicable disease.

A niggardly policy that docks the employe for every day of absence often results in sick people reporting for work. Their accomplishments are curtailed, their recovery from illness may be delayed, and the health of others may be jeopardized. Yet if the sick leave policy is too liberal, some employes may tend to abuse the privilege.

I venture to suggest that a sick leave policy of 10 days per year (of 12 months) with pay, with an unlimited cumulative unused sick leave provision, is a reasonably generous sick leave allowance for nonprofessional employes. Indeed, such a provision normally might permit paid absence in the event of death or serious illness in the immediate family of an employe, although in some districts a separate policy to cover such contingency is established in addition to the sick leave provision.

A written sick leave policy should also provide that management may require a written statement from a doctor certifying to the illness of an

employe, after a minimum period of absence, possibly three days.

RETIREMENT PROVISIONS

More and more school districts are adopting policies providing for the compulsory retirement of nonprofessional employes, with 65 a common age for such retirement.

Compulsory retirement from service imposes an obligation on the public to assure the retired person some means of livelihood. There is much to be said in favor of placing local nonprofessional employes under the provisions of the federal Social Security Act unless, perchance, such employes are already participating in another even more liberal retirement plan. In some instances a local or state retirement plan supplements the federal social security plan. In any event, it would seem unthinkable, in this day and age, that a school system would not provide or participate in a retirement plan (with pension) to care for all regularly employed personnel.

MISCELLANEOUS POLICIES

In addition to the foregoing pertinent policies, several other issues should be spelled out:

1. Compensation insurance, or the equivalent, should be provided to protect employes injured in the line of duty.

2. A policy may be established to permit extended leaves of absence (within reasonable limits) for personal or family illness, birth of a child, further education or special training, military service, or extended vacation.

3. A group hospitalization plan may be established for employes to care for medical, surgical and hospital services.

4. For special types of jobs, the schools may provide special clothing.

5. A person called to serve as a juror should be protected against loss of salary during time spent in the performance of the civic duty.

6. In the event a regular employe loses a position with the schools through no fault of his own because such position is eliminated and no other work of comparable classification is available to him, a definite severance pay or termination allowance should be provided, the amount of which should be commensurate with his period of employment. For example, he may be given one or two weeks' salary for each year of service with the school system.

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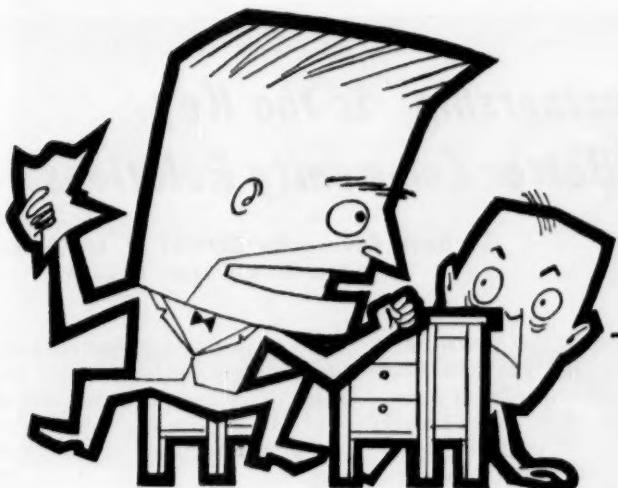
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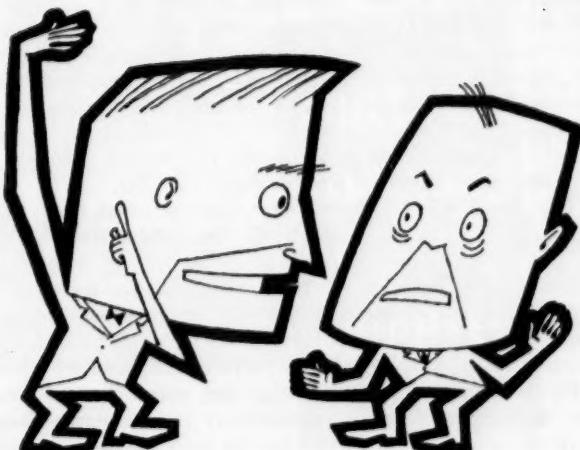
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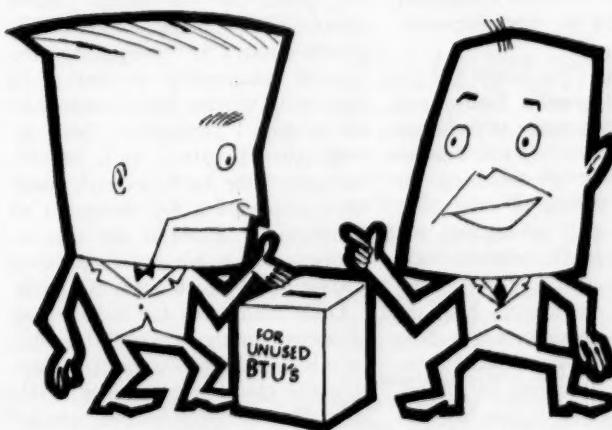
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"Partnership" Is the Key to Better Community Relations

Book Review by ERNEST G. LAKE

Superintendent of Schools, Racine, Wis.

THE SCHOOL AND THE COMMUNITY.

Educational and public relations.
By J. E. Grinnell, dean of instruction, Indiana State Teachers College; Raymond J. Young, associate professor of education, University of Oklahoma. In collaboration with: Lloyd H. Elliott, Howard Y. McClusky, G. D. McGrath, Hubert H. Mills, Paul J. Misner, Clarence M. Morgan, and Albert I. Oliver Jr. (A volume in the Douglass Series in Education, edited by Harl R. Douglass, director, college of education, University of Colorado.) New York: The Ronald Press Co. Pp. 444. \$5.50.

school affairs by representative members of the school community. Emphasis is given to the necessity of working cooperatively, through a partnership approach in all school matters.

The future community school is described in these early chapters as one that: (1) will be "open-ended," does not place limitations of human endeavors; (2) will be more community oriented and community related; (3) will include many learning experiences and not be restricted to text or even to teacher, and (4) will be less formal in atmosphere, somewhat away from the isolated, bookish school of the past.

These early chapters are some of the best of the book and uniquely contribute to a needed clarification of the purposes of community schools. Likewise, they make clear to school administrators the imminent danger of expecting such alternate approaches as the high-pressure campaign to "sell" the public or the more passive school-centered public relations approach directed at "interpreting" the schools adequately to serve in developing suitable school-community relationships. Throughout these introductory chapters, and, indeed, throughout the book, an early statement emphasizing the philosophy of a community school as one that requires a comprehensive, cooperative, partnership approach serves as a guide.

Once the reasons for including all of society in the school partnership have been laid down in the early chapters, the chapters that follow divide naturally enough into two groups: those that tell how schools can achieve this partnership, and those that treat of the technics of school-pupil-home-community relationships. The chapter on "Freedom in Teaching and Learning" seems somewhat out of place in this logical organization.

Some of the best parts of the book deal with practical ways of achieving a partnership between school and com-

PARTNERSHIP APPROACH

The introductory chapters make a strong case for creating better school-community relationships through an extension of active participation in

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munity. Application of community survey techniques, use of field trips, incorporation of school camping, and use of parents and citizens as resource persons are suggested as practical means of achieving this partnership. Sound suggestions and references to communities using these techniques are given. Chapters dealing with special techniques in public relations are particularly useful for their abundant use of illustrations.

Some of the most provocative sections of the book are those describing the interplay of the forces of citizen

participation within the school community. It seems to me that the chapter on citizen participation could have been strengthened if the author had chosen to expand his good outline on this subject with more details. Administrators need practical training in the process more than they need detail about the history of the movement.

Much has been written on the recent and continuing attacks on public schools, but the sections on this subject serve a useful purpose as a synthesis of these criticisms. Administrators should find the several pages that

suggest practical answers and approaches to common criticisms very helpful. A careful analysis of the impact of religious thought within the community points up the need for more attention by educators to the teaching of moral and spiritual values. The author handles a difficult problem frankly and commendably. A historical review of school and church separation makes clear the fundamental problems in this field.

More than half of the book is given over to programs and technics for improving public relations. Treated separately are the press, radio and television, public exhibits and performances, cocurricular activities, school and home communications, and intervisiting between home and school. All are given extended treatment with abundant illustrations from school systems that have used the technics successfully. The home visit and the parent-teacher conference are treated extensively and given their rightful place as major aids to improved home and school relations. Administrators looking for suggestions on how to improve their written communications (bulletins, newsletters, pupil progress cards, and special informative booklets) will find much help here.



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INDIVIDUAL RESPONSIBILITY

Final chapters detail the place and individual responsibility of the pupil, school personnel, and administrator in a program of effective communication between school and community. The authors credit development of good will and favorable attitude in a school community principally to the effectiveness of the school administrator in obtaining enthusiastic cooperation and widespread participation of school and community personnel. With active participation by all such personnel, interest and support will follow. Of paramount importance to such widespread participation is a consistent application of democratic principles. The last chapter, therefore, treats with the administrator and his board of education and their rôle in obtaining improved community relations.

The real challenge for administrators in the decade ahead is to bring to the educational enterprise quality of instruction and of product. The authors of "The School and the Community" have offered school administrators a valuable tool in enlisting school as well as community personnel in this great task.



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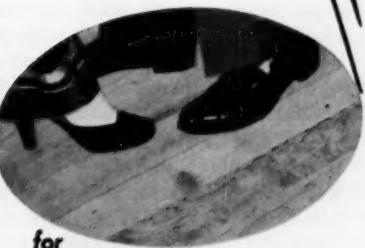
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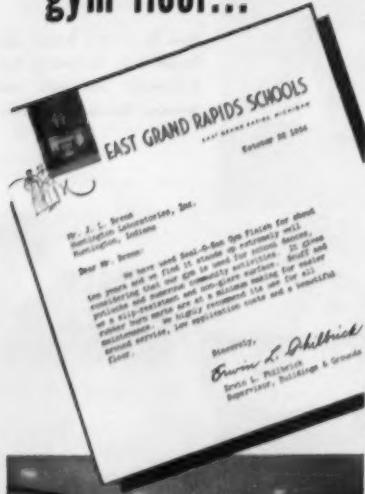


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Journalist Joins Editorial Staff as News and Features Editor

NORMAN GLUBOK, a Chicago journalist, has accepted appointment to the newly created position of news and features editor for *The NATION'S SCHOOLS*. For the last five and a half years he has been a reporter for the *Chicago American*, one of Chicago's large daily newspapers. Previously he had been reporter and newscaster for radio station WJOB in Hammond, Ind.

The addition of Mr. Glubok to the editorial staff of *The NATION'S SCHOOLS* is in keeping with its editorial policy of placing more emphasis upon the publication of timely and special features written by professional journalists.

On-the-spot coverage of meetings of interest to school administration and fact finding for special portfolios dealing with some of the unique problems of modern education will be among Mr. Glubok's assignments.

Mr. Glubok is a native of Racine, Wis. (born May 12, 1924). He attended public schools in St. Louis and later studied engineering at Washington University there, from 1941 until he entered the army in June 1943.

Mr. Glubok told the story of his education and experience in a letter to the editor in his concise and readable style. Here is the story in his words:

"Three years in the army helped convince me I would never be happy confined to a laboratory or working over a drawing board, so I returned to Washington University for pre-journalism, June 1946 to August 1947. I entered the school of journalism at the University of Missouri in September 1947 and received a bachelor of journalism degree in August 1948. While still in school, I sold my first magazine article—a how-to-sell-articles piece—to a writers' magazine, based on classroom notes. I enrolled at Northwestern University's Medill school of journalism in September 1948 and received the master of science degree in August 1949.

"One week before the end of classes at Northwestern I went to work for radio station WJOB in Hammond, Ind., as a reporter and newscaster. In January 1950 I was hired by the *Chicago American* to cover the North Shore beat that included Northwestern.



NORMAN GLUBOK

"After a year and a half in the suburbs, I was transferred downtown for general assignment and feature writing. In the following four years I covered everything from police courts to royalty. During the 1952 Presidential conventions I covered Eisenhower headquarters during the G.O.P. meeting and Averell Harriman's headquarters during the Democratic meeting.

"I have interviewed visiting ambassadors, foreign ministers, movie stars, and kings. (Among the kings I did not interview was 17 year old Faisal of Iraq. It seems he had spent the day before his Chicago arrival on an all-day walking tour of Detroit's auto plants. While the other reporters and I cooled our heels in the corridor, the king called off the press conference to soak his royal feet.)"

Mr. Glubok's military experience included 15 months as an infantryman in Europe with Gen. George Patton's Third Army. He was an antitank-gun crew member in the 89th Division. He collected two battle stars when he was with the American forces crossing into Germany in the closing months of World War II.

Mrs. Glubok also is a journalist. In fact, she met Norm while the two were journalism students at the University of Missouri. They have two children, Carolyn, 4, and David, 3.

Mr. Glubok joined *The NATION'S SCHOOLS* staff on July 1, just in time to cover the N.E.A. convention.



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N.E.A. CONVENTION

has hot time in the Windy City

NORMAN GLUBOK

CHICAGO.—One of the largest and hottest conventions in the 98 year history of the National Education Association met here July 3 to 8. Registrations topped 15,000, exceeded only by last year's New York meeting. And each of the six days temperatures soared into the middle and upper 90's with hardly a lake breeze in the Windy City to cool the sweltering visitors.

For its 93d annual meeting and 34th representative assembly, the N.E.A. chose as its theme, "America's Main Power: Educated Man Power." And in his welcoming address at huge Chi-

cago Stadium, Benjamin C. Willis, Chicago superintendent of schools, called the meeting "a convention of historic significance for education and for our nation."

The delegates elected John Lester Buford, superintendent of elementary schools at Mount Vernon, Ill., president of the 613,000 member organization. He succeeds Waurine Walker of Austin, Tex. Miss Walker is director of the division of teacher relations and certification of the Texas Education Agency.

Top speakers at the convention included Adlai E. Stevenson, 1952 presi-

dential nominee and former Illinois governor; Harold E. Stassen, special assistant to the President on disarmament problems; Seaborn P. Collins, national commander of the American Legion, and Samuel Brownell, U.S. commissioner of education.

Mr. Stevenson called for more federal aid to education, but he insisted on local control. To start with, he wants to see Congress pass the bill granting \$400 million a year for the next four years for school construction. And he proposes that at least 20 per cent of any new federal tax collections go unrestricted for education. With



KARL H. BERNS, assistant executive secretary of the National Education Association, and SHIRLEY COOPER, assistant secretary of the A.A.S.A., are studying the progress report of the N.E.A. building fund. Dr. Berns, who heads the fund, said contributions and pledges have reached \$3 million. Some \$150,000 of the total was picked up at the N.E.A. convention in the form of \$150 life memberships and smaller donations. Dr. Berns said the \$5 million goal will be reached by next year's convention. The N.E.A. Educational Center in Washington, D.C., is being financed by a drive started 30 months ago. The first of three eight-story units was completed last spring. The second unit is the present building, now being remodeled. Building of the third unit of the educational center will be started next year, Dr. Berns told the convention delegates.



MRS. JOHN LESTER BUFORD shares honors with her husband, the newly elected president of the N.E.A. and superintendent of elementary schools at Mount Vernon, Ill. This picture was taken in the Conrad Hilton Hotel, where some 600 members of the Illinois Education Association gathered at a breakfast to honor Supt. Buford. The lei he is wearing was presented by a delegate from Hawaii in the interest of bringing a future N.E.A. convention to Honolulu and to promote travel to Hawaii in general. Mr. Buford told the convention his slogan for the year will be, "Make teachers proud to teach." He suggested young people can be attracted "not by saying we need them, but by saying teaching is important." Martha A. Shull, a high school English teacher at Portland, Ore., was elected first vice president of the teachers group.

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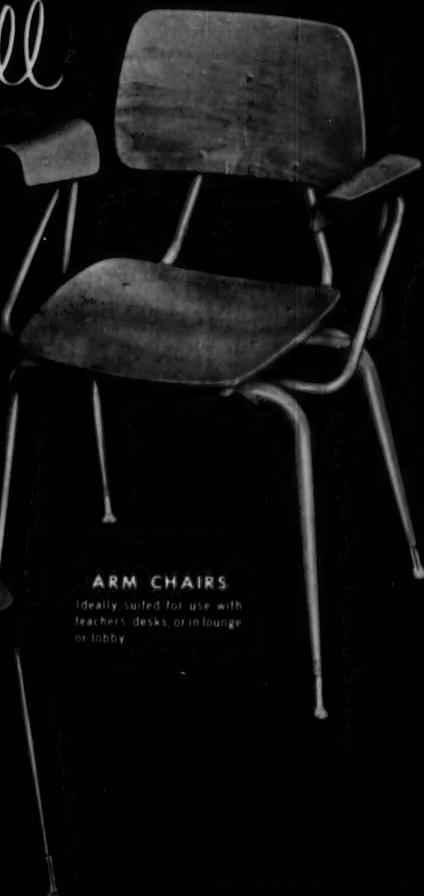
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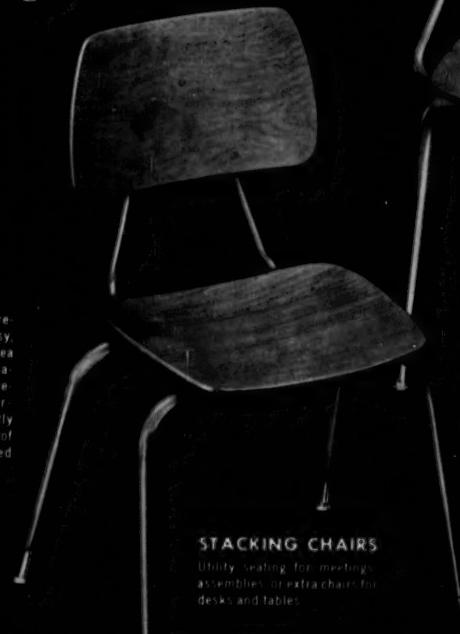


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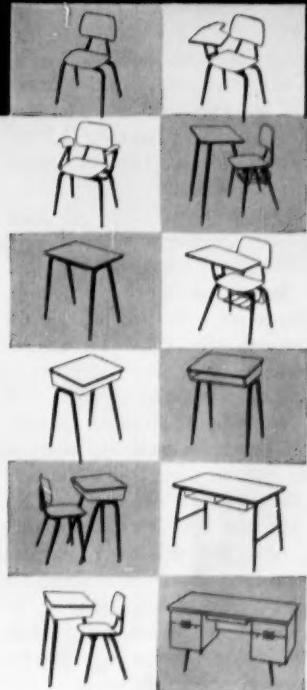


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AMONG THOSE ATTENDING the A.A.S.A. breakfast at the Conrad Hilton Hotel during the N.E.A. convention were: at the speakers' table, left to right, John L. Bracken, superintendent, Clayton, Mo.; Mrs. Paul J. Misner, wife of the A.A.S.A. president-elect; Benjamin C. Willis, general superintendent, Chicago; Dr. Misner, superintendent, Glencoe, Ill.; Philip J. Hickey, superintendent, St. Louis, and Martin W.

Essex, superintendent, Akron, Ohio. In the foreground, left to right, Edward M. Tuttle, executive secretary, National School Boards Association, Chicago; Francis S. Chase, chairman, department of education, University of Chicago; Edgar Fuller, executive secretary, National Council of Chief State School Officers, Washington D.C., and Frank W. Hubbard, director, N.E.A. research division.

our national income rising at the rate of \$15 billion a year, that would mean about \$4 billion in taxes or about \$800 million a year for schools.

Mr. Stevenson, who is the leading spokesman for the Democratic party, said two centuries of American history and experience indicate federal financial assistance can be given "without the slightest degree of domination by the central government."

Local control, he said, keeps alive continuous debate and the freedom to experiment. It also helps to keep public education from becoming an instrument of stifling conformity and uniformity and ensures a "wholesome diversity" in educational plans and practices.

The speaker told the 11,000 delegates and guests who gathered in the Chicago Stadium and a nationwide television and radio audience that the cost of education has become too expensive for local and state governments to bear alone. He said the need for federal money will become increasingly acute in the next few years.

Mr. Stevenson scored President Eisenhower for failing to provide the "prompt, effective help" for schools the President said was necessary in February 1953, a month after he took office. Instead of prompt, effective help, Mr. Stevenson declared, "we await a conference on education to be held at the White House next fall."

He said the President is now proposing only \$66 million a year for three years for school construction aid to meet the need of \$7 billion.

Mr. Stevenson called for "drastic measures" to be taken to meet the ever increasing classroom shortage.

He said he hoped the \$400 million a year proposal will not be lost by the linking of school aid with the desegregation issue. "In the long run segregation and discrimination, like other obsolete heritages, will yield quickest to the general advance of education," he added.

To meet the need for more teachers, Mr. Stevenson suggested a \$50 million a year federal grant to be matched by the states. The grant could be used for increased salaries and scholarships for educating teachers.

Mr. Stevenson said he had misgivings about making federal grants to education permanently on a matching basis. But he proposed that a "minimum local effort" be spelled out as a condition for federal money.

Once the emergency is over, the speaker said he would like to see unrestricted cash grants to the states on a per pupil basis.

Several other speakers also tackled the problem of school finance.

Representative Cleveland M. Bailey (D.-W.Va.) called for an end to what he labeled "discrimination against education."

Congressman Bailey, who is co-author of H.R. 15, the school construction bill, said education should be given federal aid "especially in the financing of physical facilities."

He also called for passage of the \$400 million a year appropriation to increase the construction rate of new classrooms from 60,000 to 90,000 a year.

The national commander of the American Legion, Seaborn P. Collins, called education the obligation of state and local government.

He said his organization is opposed to federal control of education. But he suggested that, if the state and local communities cannot provide an adequate education for young people, federal control "may be the answer."

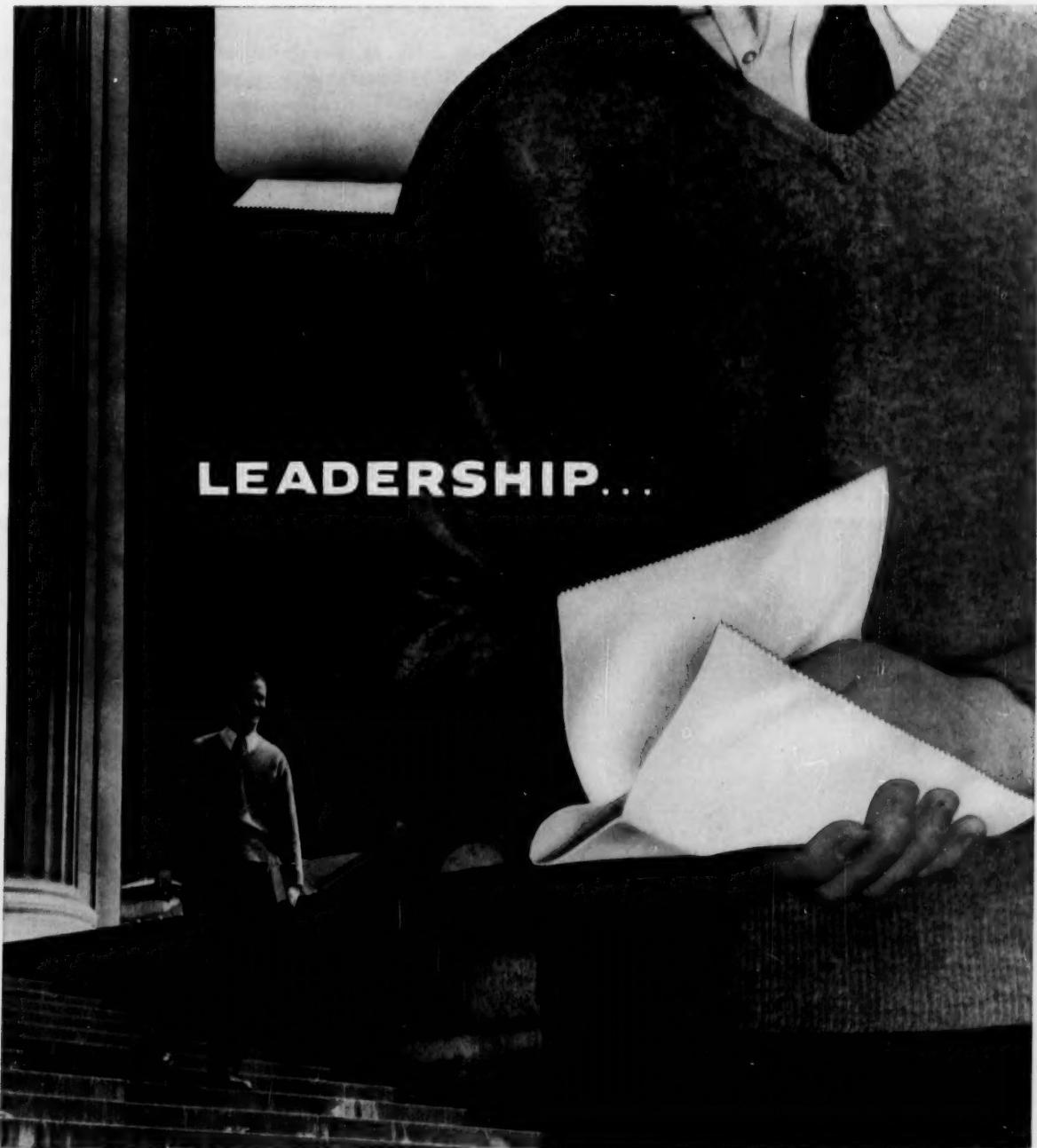
Mr. Collins did not discuss the possibility of federal financial aid without federal control.

He said the American Legion "agrees wholeheartedly" with the N.E.A.'s position that American schools should teach about communism and other to-

(Continued on Page 116)



WAURINE WALKER of Austin, Tex., the outgoing N.E.A. president, greets the 100 members and guests at the A.A.S.A. breakfast. "We look to you for professional leadership," Miss Walker told the school administrators.



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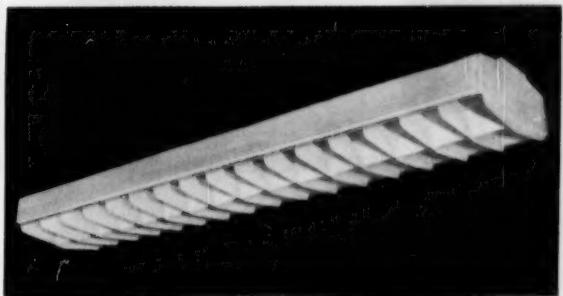


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By EDGAR FULLER

Kestnbaum report

► The Commission on Intergovernmental Relations reported to the President just before its official existence ended June 30. Under Chairman Clarence E. Manion, the commission had rushed toward the political right in 1953-54. Later, it more nearly reflected the Eisenhower policies under Chairman Meyer Kestnbaum. Part I of the

report is a moderate and readable essay on federal-state-local governmental relationships. Part II deals with 12 functional areas, particularly regarding federal grants-in-aid.

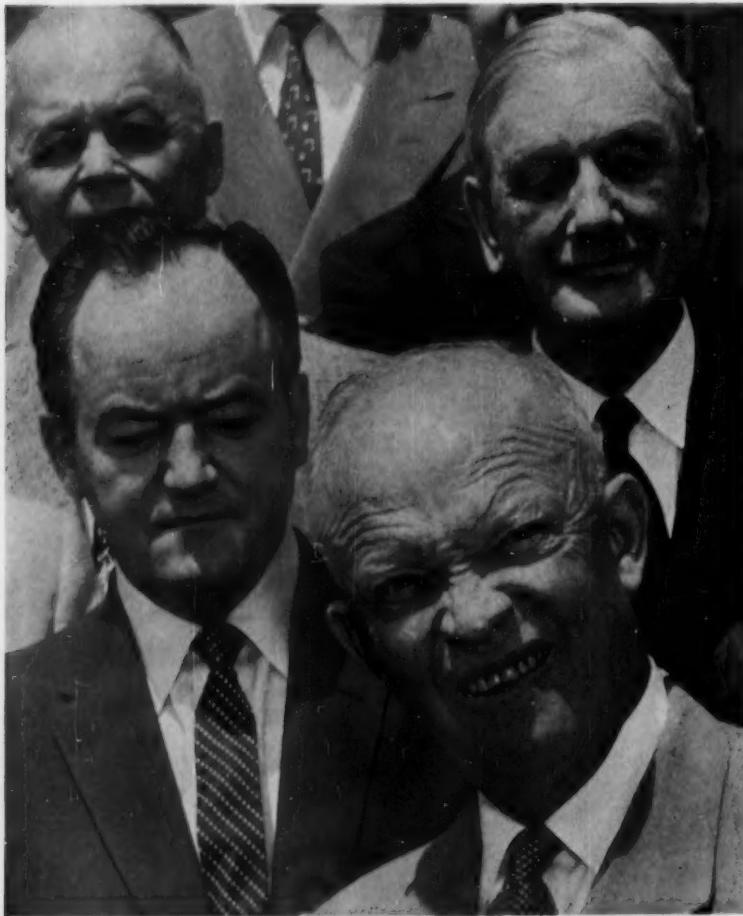
The poorest chapter in the report is on education, perhaps because this proved to be the most difficult and controversial of the 12 functional areas. Here the recommendations are sub-

stantially negative, as expected, although they have been vaguely modified since the President reversed the Administration's policy on federal aid for public school construction and came out for it early in 1955.

The commission reports that "support of general public education by the national government would present a situation quite different from that existing in grant-in-aid programs in other functional areas." Therefore, federal stimulation isn't needed. There is no tradition of "national-state" responsibility in education. A little aid wouldn't help, and more would bring objectionable federal controls and standards. The problem of non-public schools is thrown in just enough to confuse the issue. The federal government can't deal directly with local school districts because this would interfere with state jurisdiction. It can't deal with the states because controls would be necessary to achieve federal objectives. So go the arguments to justify federal discrimination against education in favor of other areas of governmental concern. There is no parity for education.

These arguments are based on distorted half-truths. They apply equally in other areas of government, but the commission emphasized them only for education. Their indiscriminate application both to federal aid for capital outlay and to federal aid for current operation is misleading and disappointing. The two forms of aid vary widely in regard to nonpublic schools and in regard to any possibility of federal control of programs of instruction. The commission was well aware of these distinctions. It should have reported the truth about them.

The commission considered education inadequately and ambiguously. Its influence on education and on Congress, for these reasons, will not be great. The commission was highly selective in choosing its subjects. Federal grants in higher education were ig-



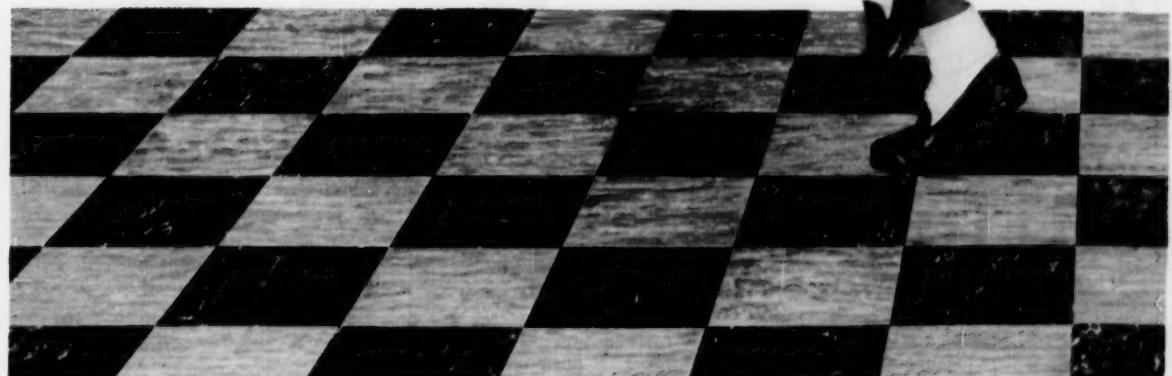
International News Photo

President Eisenhower had just received the report of the Commission on Intergovernmental Relations when this quizzical picture was taken June 28. Sen. Hubert Humphrey (D-Minn.) is at left, and John S. Battle, former governor of Virginia, is directly back of the President.



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nored almost completely, although the school lunch was dealt with in the chapter on education, even as the commission stated that "school lunch programs are not directly related to the support of education." The only additional topics were vocational education, where in substance the issues were avoided, and federal assistance in defense areas, which the commission favors as long as it is necessary.

Several of the most important conclusions on education were voted by narrow margins. About 15 of the 25 members of the commission attended most meetings. Sen. Wayne Morse (I-Ore.) dissented to the entire commission report, and Representative John D. Dingell (D-Mich.) disassociated himself from it. Five commission members dissented on the school lunch recommendations; five on the vocational education recommendation; five on the general public education recommendation. Among these 15 specific dissents, 13 were by senators and representatives who favored more federal funds for education than the commission recommended.

The essential portions of the specific recommendations are as follows:

School Lunch. "The commission recommends (1) the continuation of commodity donations as long as these stocks continue to be acquired and held as surplus by the national government, and (2) the reduction and elimination of cash grants after a reasonable period of time, with the assumption by states, localities and parents of full responsibility for the cash financing required."

Defense Areas. "The commission recommends that legislative authorization be continued for grants for school construction and operation in federally affected areas for such time as the need exists."

Vocational Education. "The commission recommends that legislative action be taken to limit federal grants-in-aid in behalf of vocational education to subjects vested with a clear and special national interest, and to establish new categories of federal grants only to stimulate forms of training especially important to the national interest. It is further recommended that existing grants not meeting these criteria be eliminated after a reasonable period of time."

General Public Education. "The commission recommends that responsibility

for providing general education continue to rest squarely upon the states and their political subdivisions. The commission further recommends that the states act vigorously and promptly to discharge this responsibility. The commission does not recommend a general program of federal financial assistance to elementary and secondary education, believing that the states have the capacity to meet their educational requirements. However, where, upon a clear factual finding of need and lack of resources, it is demonstrated that one or more states do not have sufficient tax resources to support an adequate school system, the national government, through some appropriate means, would be justified in assisting such states temporarily in financing the construction of school facilities—exercising particular caution to avoid interference by the national government in educational processes or programs."

Construction bill reported

► The Kelley subcommittee in the House has reported a school construction aid bill favorably to the full Barden committee with only two of the nine members in opposition. Mr. Kelley introduced the bill in the House July 1.

It provides \$400 million of federal funds each year for four years to be matched equally by the states and local districts and to be administered by states under state plans. Federal allocation is on the basis of persons 5 to 17 years old in each state; state allocations to local districts may be on an equalization basis.

A second title authorizes the federal purchase of state or local school bonds at a cost of three-eighths of 1 per cent above the current federal interest rate. This would be about 3 per cent at the present time.

A third title would create a federal-state revolving fund to make loans for school buildings, with repayments to be made over a term of years. No separate state school building authorities would be required.

There is general satisfaction with the compromise bill, with even the two subcommittee opponents of it agreeing that it is as acceptable as any legislation that can be drawn.

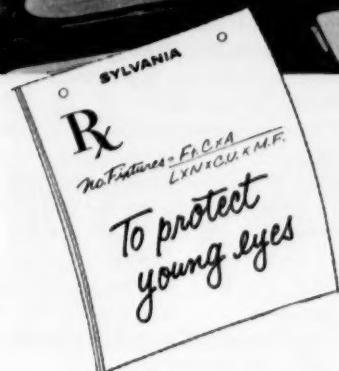
The Barden committee will face the Powell "antisegregation" amendment when it considers the subcommittee report, probably about the middle of

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July. This issue is unresolved and could delay enactment as it did in the case of the reserve training act.

Early in July the House voted the Powell "rider" down, 156 to 105, and passed the reserve bill. With similar bipartisan support, the same action would probably ensure passage of the school bill.

Desegregation in schools

► The historic decisions of the Supreme Court on May 17, 1954, specifically affected the District of Columbia, school districts in Kansas and Dela-

ware, Clarendon County, South Carolina, and Prince Edward County, Virginia. The first three moved toward compliance without waiting for the decree of enforcement laid down by the court on May 31 this year. Neither Clarendon County, with a school population more than 75 per cent Negro, nor Prince Edward County, where the two races are evenly divided, has made any move toward desegregation in the schools.

What is happening where the Negro population is large in the South can be illustrated from Prince Edward

County, Virginia. Eight hours after the May 31 decision, the county board of supervisors refused to approve any public school budget for the next school year. A state commission on public education composed of 32 state legislators has recommended in an interim report that the state's dual school system should be continued as usual in 1955-56. Late in June, the governor and the state board of education adopted and proclaimed a similar policy, saying that there could be no orderly plan for desegregation initiated until the general assembly has enacted appropriate legislation. Plans for the coming school year must be made. The assembly is not in session and will not be called into special session under present plans. Neither the governor nor the state board of education has said the state policy is compulsory, but probably all local school districts will follow it.

Many southern members of Congress have entered denunciations of the Supreme Court and its decision in the *Congressional Record*. Their legal argument is that the Tenth Amendment of the Constitution left education to the states and that the Supreme Court exceeded its jurisdiction in mandating desegregation in state school systems. But this argument was made to the court before the decision, and there is an old legal saying that the law of the Constitution is what the court says it is. Those who insist most strongly that there has been usurpation of legal power by the court are usually the citizens who are openly defiant of its ruling on segregation.

The fact seems to be that definite policies regarding desegregation have been formulated and proclaimed by the state governments of several of the so-called moderate states, such as Virginia, Florida and North Carolina, and that federal enforcement is likely to be little, if any, less difficult in them than in states such as South Carolina, Georgia and Mississippi. With state policies defined and local districts expected to adhere to them, any local district that might desire to desegregate its schools would find itself in a very awkward position.

There are areas in a number of southern states where there are so few Negroes that some districts might desire to desegregate. Opinions differ about the effect of such limited compliance with the Supreme Court decision in these districts; many of the authorities of adjoining districts and

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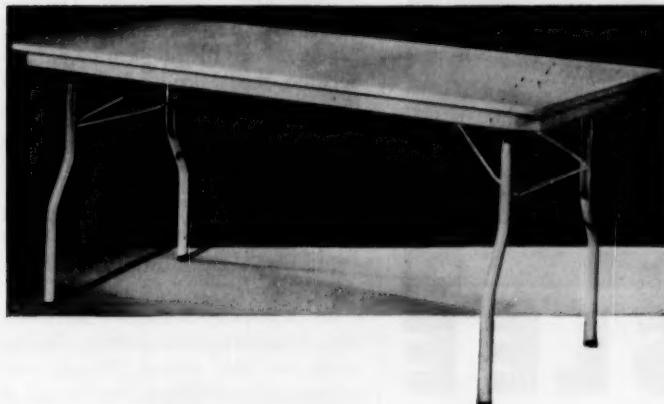
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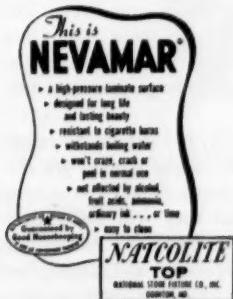


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Vol. 56, No. 2, August 1955

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at the state level believe such action would be an entering wedge to break down segregation everywhere and do not favor it. There is, however, some opinion to the contrary. In a strong editorial insisting on retention of the dual school system in Prince Edward County and other areas with large Negro populations, for instance, the *Richmond (Va.) News-Leader* has editorially recommended that the general assembly should pass legislation "... to make it possible for any locality that wishes to integrate its schools to do so." Those who take this position recognize with the Supreme Court the local nature of plans for desegregation. Under this policy, they appear to believe, there might be enough action in some school districts to lessen the legal pressure for desegregation in others.

FEDERAL ASSISTANCE

In Congress, Representative Stewart L. Udall of Arizona has introduced a bill to provide federal financial assistance to school districts for the construction of school buildings necessary for successful desegregation. The theory is that the federal government, having created the problem by judicial decision, should lend a helping hand to solve it. Appropriately enough, the proposal is an amendment to P.L. 815, which provides funds for school facilities in federally burdened areas. There is a possibility, however, that the Udall bill may become Title IV of the general construction aid bill instead.

In retrospect, if all five cases had been brought up from so-called border states or from school districts with relatively few Negro pupils, instead of from areas with such large Negro populations as Clarendon and Prince Edward counties have, there might not have been such determined and widespread resistance to segregation as prevails today.

With lengthy and expensive litigation ahead, the public schools are certain to suffer in any event. The general opinion is that they will suffer most if the plaintiff National Association for the Advancement of Colored People insists on bringing cases in areas where the people will not at present consent to desegregation. Such hard cases would make bad law and would probably be out of harmony with the Supreme Court's prescription of gradual desegregation according to local conditions.

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NEWS IN REVIEW

Marion B. Folsom Named to Succeed Mrs. Hobby

WASHINGTON, D.C.—Marion B. Folsom, former undersecretary of the treasury, will succeed Oveta Culp Hobby as Secretary of Health, Education and Welfare.

Mr. Folsom, 61, is former treasurer of the Eastman Kodak Co. He lists no political affiliation, but he has held numerous government advisory posts under the Roosevelt and Truman administrations.

In the early days of the New Deal he helped draft the original social security act.

Mrs. Hobby said she resigned "for personal reasons." Her husband, W. P. Hobby of Houston, Tex., has been ill with arthritis.

President Eisenhower accepted the resignation "with deep regret." Mr. Folsom will take office August 1.

Chamber of Commerce Has New Education Head

WASHINGTON, D.C.—John R. Miles, assistant manager of the education department of the Chamber of Commerce of the United States, has been made manager to succeed Paul H. Good, recently named to another Chamber of Commerce post. Dr. Miles received his M.A. and Ph.D. degrees from Ohio State University. The education department's job is to develop a working partnership between businessmen and educators.

H. I. Willett Heads Group at International Conference

GENEVA, SWITZERLAND.—Supt. Henry I. Willett of Richmond, Va., and two other American educators attended the International Conference on Public Education here July 4 to 12, along with representatives of 82 other countries.

Mr. Willett served as chairman of the American delegation at the conference, which was convened jointly by the International Bureau of Education and UNESCO.

Only three subjects were considered at this 18th international conference: financing education, art teaching in elementary and secondary schools, and the annual reports of each country's progress in public education.

Gratia B. Groves, director of instruction for Kanawha County schools, Charleston, W.Va., and chairman of the curriculum materials committee of the National Art Education Association, was a U.S. delegate, as was Clayton D. Hutchins, specialist in school finance, U.S. Office of Education.

Mr. Willett is president of the American Association of School Administrators and one of The NATION'S SCHOOLS' consultants.

Building Filmstrip Ready to Be Shown, A.A.S.A. Announces

WASHINGTON, D.C.—The 1955 School Building Filmstrip is now available to school administrators, boards, architects and local study groups, the A.A.S.A. announces. It is produced from the architectural exhibits sponsored jointly by the A.A.S.A. and the American Institute of Architects at the regional conventions. The

price of the 35mm strip is \$5; the address, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Stanford Plans Fifth School Planning Institute

PALO ALTO, CALIF.—The fifth annual School Planning Institute will be held here August 1 to 5, James D. MacConnell, director of the School Planning Laboratory, announces.

Institute speakers include Architects Mario J. Ciampi, Doyt Early, Ernest Hara, Tallie Maule, John Lyon Reid, L. G. Rivadeneyra, and John A. Shaver, various professors of education, administrators, and engineers.

There will be an architectural exhibit in the lobby of the school of education and field trips to selected school buildings.

Dean I. James Quillen of the school of education will welcome the visitors to the Stanford University campus.

Provide Better Tools for Teachers, Urges Industry Spokesman at D.A.V.I. Meeting

CHICAGO.—A spokesman for industry has suggested that schools take a cue from the business world and provide better tools for teachers.

Charles S. Stock of Louisville, Ky., told an audio-visual clinic here that schools are spending from 70 to 80 per cent of their budgets for teachers' salaries, maintenance and other "direct labor," but only 9 to 10 per cent for buildings and other capital equipment.

"From industry's point of view the disparity between expenditures for tools and the expenditures for labor looks foolish," he declared. "A small increase in the capital costs of education would make the 70 to 80 per cent go much further."

The one-day clinic was sponsored by the National Education Association's Department of Audio-Visual Instruction. It was held July 1 in the Conrad Hilton Hotel.

Mr. Stock, who is sales manager of the Herman Nelson Division of American Air Filter Company, Inc., was industry's representative on a panel.

He said better use of television, motion pictures, magnetic tape recorders, and other teaching aids would make the teacher's job easier.

But a school building consultant suggested "more study" in the use of these materials before many of the gains lead schools to "leave out the child."

Darell Boyd Harmon of Austin, Tex., said educators should look further into the psycho-physical needs of learning and child development.

"We in education have been too complacent in accepting recommendations without asking where the recommendations are coming from," Dr. Harmon declared. "We might find that most of the proposals are for the benefit of the group that set up the conditions—that the standards are adult standards instead of child standards."

Dr. Harmon listed lighting, low ceilings, thermal standards, classroom color, and furniture design as areas where more study is needed.

Paul Misner, superintendent of schools at Glencoe, Ill., and president-elect of the American Association of School Administrators, said many of the new school buildings "leave nothing to be desired" in external appearance but are already obsolete inside. *(Continued on Page 114)*

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NEWS

Dr. Misner cited two recent examples of what he called an "unfortunate lack of planning." One was a brand new \$2 million school with crowded 8 foot corridors and narrow stairways. Another was a junior high school with an impressive auditorium and gymnasium but tiny classrooms without storage space.

He called for architects to let people with "education know-how" have something to say about school design.

Lyle W. Ashby, assistant secretary

for educational services of the N.E.A., noted that "too many schoolrooms are being built without adequate audio-visual facilities." He suggested a "wiser expenditure of dollars for school buildings."

Other speakers included R. Jackson Smith, a New York architect; Guy O. Tollerud, Minnesota school planner, and Kenneth W. Lund, director for pupil guidance of the Chicago public schools. Shirley Cooper, assistant secretary of the A.A.S.A., was chairman.

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Modifications in School Milk Program to Benefit Pupils

WASHINGTON, D.C.—The special school milk program of the Department of Agriculture is being changed. Beginning in September more schools will get more milk for pupil consumption, True D. Morse, acting secretary of agriculture, announced last month.

Participating schools next school year will be reimbursed for all milk that is served to children as a "separate item"—that is, in excess of the half pint served as a part of a Type A or Type B lunch under the national school lunch program.

The maximum rate that a state may assign individual schools is 4 cents a half pint for schools serving Types A and B lunches under the national program and 3 cents a half pint for all other schools.

N.E.A. Study Calls for Counseling in the Classroom

WASHINGTON, D.C.—Career counseling has been kept separated from the classroom curriculum too long, thereby causing student "drop-outs," specifically in high school.

This thesis has been proposed in a recent 256 page study published by the National Education Association, "Guidance in the Curriculum."

In the study, a need for allowing the classroom teacher to assume the rôle of counselor is noted. In this way, the teacher is able to prescribe for his pupils with some regard for their individual knowledge and personality.

Undertaken by a special committee of the association's supervision and curriculum development department, the study further states that standardized tests may be blamed in part for this continued separation. Too often, teachers were more concerned with keeping their classes "up to standard" and ignored the fact that "a norm is simply an average."

Coffee Break Comes to Public Schools

RALEIGH, N.C.—The schools of North Carolina, following the lead of business and industry, have recognized the value of the coffee break. Before schools closed in the spring, J. Everett Miller, assistant state superintendent, declared the coffee break was a necessary part of the secretaries' and other employees' work day.



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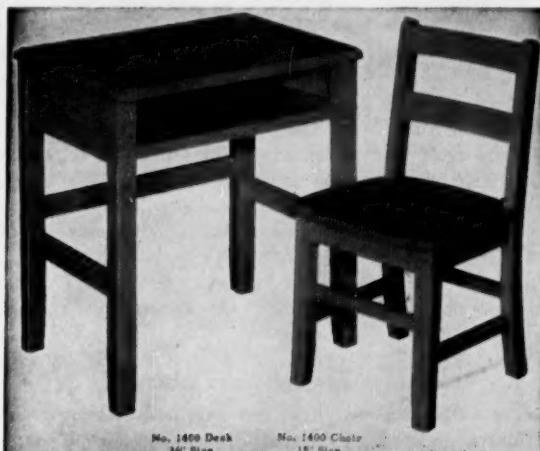
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Top picture is an exterior view of the new addition to The Menninger Foundation, showing the patio and main dining room. This HERRICK-equipped hospital won a First Award in this year's Institutions Magazine's Food Service Contest. Directly above is a general view of the kitchen. Architects for the new addition were Griesi and Ekdahl, Topeka, Kansas. HERRICK units were supplied by Smith St. John Manufacturing Company, Kansas City, Missouri.

Dedicated to the improvement of mental health, The Menninger Foundation in Topeka, Kansas has grown from a private medical partnership to a professional organization employing some 400 persons. Its staff members hold important positions in national and international psychiatric organizations. • The award-winning kitchen, located in the hospital's new wing, is equipped with HERRICK Stainless Steel Refrigerators. When it comes to keeping foods fresh and flavorful, nothing equals a thoroughly-dependable HERRICK. You, too, will find HERRICK Refrigerators unmatched for complete food conditioning at lowest cost per-year-of-service. Write for nearest HERRICK supplier.

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N.E.A. Convention Has Hot Time in Windy City

(Continued From Page 100)

talitarianism. But he emphasized that teaching about communism does not mean advocacy of communism.

S. M. Brownell, U.S. commissioner of education, outlined plans for next November's White House Conference. He said all states and territories have taken affirmative action to hold statewide conferences and 17 of the meetings have already been held.

Dr. Brownell said the Department of Health, Education and Welfare will ask Congress next year for funds to do "significant work" in several fields. He listed education of the mentally handicapped, development of special abilities of students, prevention of juvenile delinquency, staffing schools and colleges, and cost of school construction as areas for study.

Money will also be asked to study problems of the effect of automation on trained workers, mobility of population and its educational consequences, education needs of low income families in rural areas, and educational uses of television, Dr. Brownell said.

WORKER NEEDS TO KNOW MORE

The problem of automation was also suggested by another speaker, Wilbur F. Murra, assistant secretary of the N.E.A.'s Educational Policies Commission.

"The typical American worker needs to know more than the typical American worker of a few years ago," Mr. Murra said. "He needs to have mastery of more complex skills. Relatively more is required of his brain, relatively less of his muscles."

He said the use of automatic devices will heighten the demand for engineers and production managers and require the upgrading of all workers' skills and intellectual competencies.

Education holds the key to the manpower problem, Mr. Murra declared. And lack of education is forcing many promising workers to take jobs at sub-professional levels.

RAISE QUALITY OF LABOR FORCE

He called upon educators to help raise the quality of the labor force.

Mr. Murra said that the commission hopes to complete and publish its report in time for the N.E.A.'s 1956 convention, which will be held in Portland, Ore.

In another talk on manpower, Proctor Thomson, assistant professor of

economics and education at the University of Chicago, cautioned that unless science teachers' salaries are raised to meet the attraction of industry, more and more science teachers will leave the classroom. Fewer teachers will mean fewer scientifically trained people, he said.

FEDERAL AID HAS HIGHEST PRIORITY

Executive Secretary William G. Carr called federal aid for school construction N.E.A.'s "highest legislative priority." He said this top priority was reaffirmed in five regional conferences.

Mr. Carr reviewed pending school legislation and suggested an early adjournment of Congress will mean most matters will be delayed until the next session.

He said he hopes the school construction bill, which was passed 7 to 2 by a subcommittee, will move federal aid "out of political party controversy."

In his annual report, Mr. Carr also expressed dissatisfaction with progress toward federal aid. He declared:

"Is it not strange that the United States, which can perform miracles of production and construction, which has more wealth per capita than any nation in all history, and which must have good education to survive, has continued, at the national level, to temporize with this situation?

"Our government is financing a splendid, far-flung program for education in other countries. We extend federal aid to help distant lands lay the educational foundations for their freedom and prosperity.

"But at home, education has been too largely ignored by our national government."

CRITICIZES DR. BROWNELL

And the executive secretary also expressed displeasure with Commissioner Brownell for opposing the N.E.A.'s policies. Mr. Carr repeated a 1953 suggestion that the commissionership should be a professional post under a national board of education.

Mr. Carr reported the 613,000 membership represents a gain of 51,000 since last year and an increase of 100,000 in the last 26 months. The membership represents 52 per cent of the nation's school teachers—highest ratio in history.

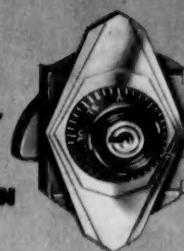
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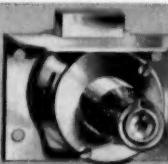


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ing the number at the rate of two new locals each school day.

Much of the membership gain, he reported, came from large cities.

Last year's income was \$3.3 million—\$200,000 more than anticipated. Expenditures were \$120,000 below the budget estimate, Mr. Carr said, partly because it was not necessary to spend all of the emergency contingency appropriation.

Earl J. McGrath, president of the University of Kansas City, called upon

teachers to enter the political arena and exert pressure to improve their status.

Dr. McGrath, who was commissioner of education during part of the Truman Administration, called for all of the nation's 1,250,000 school teachers to unite in one organization. The organization should speak for all teachers as labor and business groups speak for their members, he said.

Although he suggested teachers use political pressure, Dr. McGrath cau-

tioned that he did not mean that the teachers should align themselves with either party. Rather, he explained, they should work with all groups and attempt to influence members of Congress to support school programs.

A former executive secretary of the N.E.A. echoed the need for a teacher organization with 100 per cent membership. In addition, Willard E. Givens, now an educational consultant, said he would like to see a world conference of teacher organizations.

Mr. Givens said the best interests of the teaching profession demand a strong, well supported local teachers association in every community and strong aggressive state associations, too.

He, too, suggested teachers take a more active part in community and professional organizations in order to "multiply the strength of their voice in world affairs."

PREEMINENT PROFESSION

Arthur Corey, executive secretary of the California Teachers Association, said teachers must be satisfied with nothing less than public acceptance of teaching as the preeminent profession.

Mr. Corey told of the professional standards movement in education and cautioned teachers that they have no right to seek status and prestige for teaching as a profession simply because they aspire to more lucrative and dignified positions.

"Professional eminence must be based on compelling social necessity," Mr. Corey declared. "When man holds in his hands the means of destroying the world itself, then man's attitudes, values and purposes are the only business which is really worth while."

The speaker took issue with "a few among us who act as unprofessional as possible." He identified them as the teachers who look upon teaching as "nothing but a skilled trade that can be measured in hours and minutes and paid for accordingly."

"If they persist in acting like day laborers," he said, "then the great majority of the profession has a right to demand that such teachers get out of the profession and into a vocation where their talents and philosophy will be more appropriate to their success and happiness."

Mr. Corey declared professional prestige "cannot be forced, bought, legislated or stolen." He said it could

NEWS

only be earned through the quality of service rendered by the members of the group.

The five areas where professional standards are needed, he said, are ethics, education, service, community relations, and welfare. And respectable professional machinery is being developed at the local, state and national level in all these fields, he added.

Mr. Corey called for an advance on all five fronts and suggested that the welfare subjects of salaries, tenure, retirement, sick leave, and personnel practices should be properly related to the other four fields.

At another meeting, Thomas Marshall, a Chicago Board of Education member who is also a practicing attorney, discussed a part of the same problem. Mr. Marshall recognized tenure and pensions as "fine things," but proposed that teachers concentrate less on security for everyone and more on rewards for the brilliant teacher who now receives no more than the average or below average teacher.

Mr. Marshall noted that doctors and lawyers don't have the security of tenure and pensions and that "they don't want it." But the top 25 or 30 per cent of them do so much better in compensation than do teachers that they don't have need for such security," he said.

FANTASTIC EXPECTATION

Lawrence A. Kimpton, chancellor of the University of Chicago, noted a growing expectation on the part of the public that the schools should replace the home, church and community in the life of the child.

"Parents are inclined these days to turn over the upbringing of their children to the educational system while they amuse themselves in dubious ways," Dr. Kimpton said. "It is a fantastic expectation of our public currently that these responsibilities should be assumed by the schools."

Dr. Kimpton said the public is on the point of demanding that our curriculum meet every need that the youngster has. He suggested schools should not teach how to drive an automobile or apply cosmetics or milk a cow and instead minister only to the cultural, intellectual and vocational needs of the young.

The speaker said he would like to see more emphasis in elementary and

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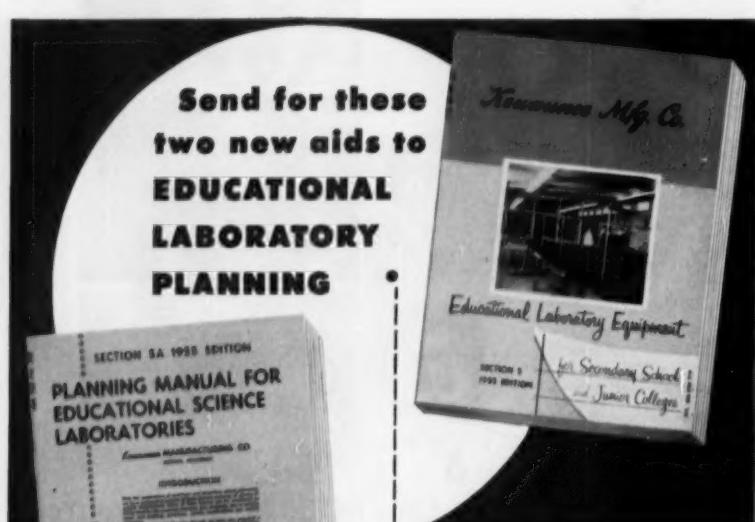
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secondary schools on foreign languages, art and music appreciation, and an understanding of literature instead of reserving those programs for the enrichment of life for colleges.

And he suggested the schools try to develop the potential of all students—the gifted, the average, and the below average—rather than concentrate on the middle 40 per cent. To ignore the two extremes, Dr. Kimpton said, is to "squander America's human resources."

Robert E. Wilson, chairman of the board of Standard Oil Company (Indiana), said businessmen and educators will have to cooperate to attract young people now in school to scientific professions.

He said the cooperation should extend to getting better pay and facilities for good science teachers and encouraging high school students, before it is too late, to take the mathematics and other subjects they need for later scientific study.



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Among the many resolutions the N.E.A.:

1. Disapproved television programs which "present cheap, crude and even dangerous material to immature minds."

2. Recognized that racial integration "is a process which concerns every state and territory in our nation" but which is capable of solution at state and local levels.

3. Suggested all federal revenue from oil in the outer continental shelf should be reserved by the government for teachers' salaries, college scholarships to individuals, and college research grants.

4. Recommended a beginning salary for teachers of at least \$4200 and a minimum \$9500 for teachers with master's degrees and 15 years' experience.

5. Commended state legislatures which have increased pensions for teachers to help meet the increased cost of living.

6. Recommended the right to vote be granted citizens at age 18.

7. Urged Congress to continue to recognize the educational use of the mails by setting low postage rates for educational material, both printed and audio-visual.

8. Requested a study of the time lag between high school graduation and induction into military service and the serious problem it creates in the lives of many boys.

To Ask School Help in Recruiting Mason Apprentices

WASHINGTON, D.C.—Building contractors and union officials on the local level are being asked to visit public school superintendents throughout the nation "to urge full school participation in related instruction of apprentices in bricklaying and stone masonry trades."

The government, industry and labor leaders participated in a joint conference here recently to plan for a steady flow of highly trained apprentices in the masonry construction field. Educators will be asked to impress upon intelligent high school youths the "dignity of labor" and the economic advantages of employment in the building trades. Recruitment of apprentices is vital to the tremendously expanding market, including school construction, a masonry construction spokesman declared.

NEWS

T.E.P.S. Conference Urges More Help for New Teachers

DEKALB, ILL.—The beginning teacher needs more than a welcome and a brief indoctrination before she is led to the classroom door and put on her own.

That is the view of Hale C. Reid, director of curriculum and instruction of the public schools of Cedar Rapids, Iowa. Mr. Reid suggested a year-long aid-to-new-teachers program to help inspire beginners' confidence and cut down turnover.

He was one of many educators who addressed the 10th national conference of the National Commission on Teacher Education and Professional Standards held at Northern Illinois State College here. The four-day meeting, which attracted 700 participants, preceded the National Education Association conference in Chicago.

In Cedar Rapids, Mr. Reid said, the new teacher is reassured that the school has been planning for her, will provide help if she needs it, and will provide people personally responsible for her happiness and security in the job.

To help cut the annual mortality of about half of the new teachers employed for the year, Cedar Rapids has employed an elementary consultant—a teacher with 21 years' experience in the system whose major responsibility is the orientation and continuing education of beginning teachers.

The consultant sends a letter of welcome to each new teacher before school opens, meets with the teachers during the preschool institute, and visits each teacher in her schoolroom to reassure that help is available.

At once-a-week inservice classes during the fall, the consultant discusses various instructional areas and demonstrates various technics and devices.

Throughout the year, she brings new materials to the attention of teachers and always asks the question, "Is there anything you need?" No reasonable request is refused, Mr. Reid said.

Paul J. Misner, superintendent at Glencoe, Ill., and president-elect of the American Association of School Administrators, told of 20 years of inservice teacher education in his school system.

Dr. Misner said his program has used almost every type of group or-

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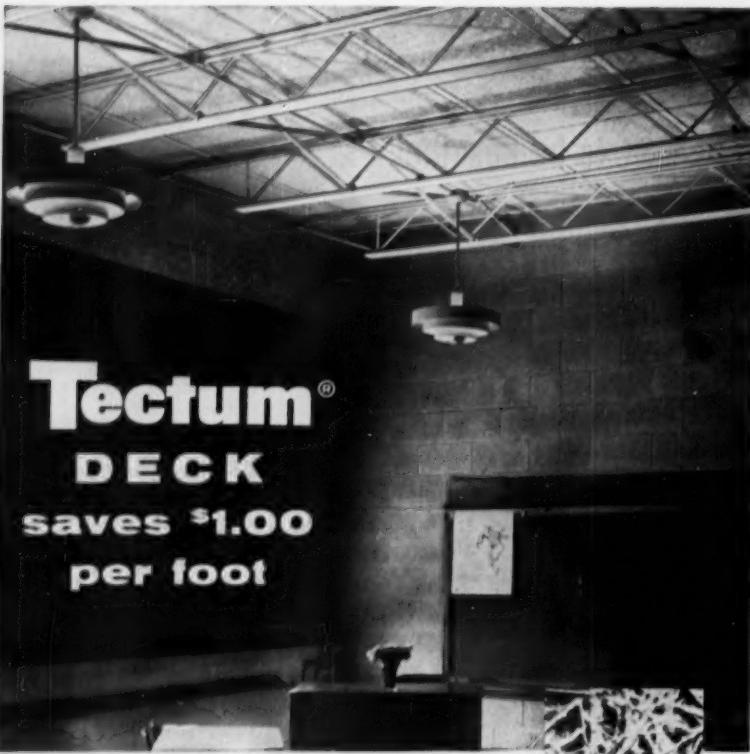
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ganization—individual building meetings, committees, workshops, general faculty meetings, grade level meetings, and departmental meetings.

In recent years, he added, the program has been broadened to include school board members and parents. "In the years that lie ahead inservice programs will need to provide for more and more participation by parents and other lay citizens. Educational leadership should welcome the increased interest of citizens in their schools and make wise provisions for utilizing such interest effectively and constructively," Dr. Misner said.

MODERATION RECOMMENDED

Wendell Pierce, assistant superintendent of the department of personnel services of the Cincinnati public schools, recommended moderation in regard to the active participation of new teachers in preschool institutes.

"Errors have been made in the direction of providing a constant barrage of information and answers to predicted concerns of beginning teachers," Mr. Pierce said. "A fundamental weakness of this approach seems to be that much of the material presented is not very meaningful to beginning teachers."

In addition to a four-day institute, Cincinnati's beginning teachers take a seminar course at the University of Cincinnati designed to answer specific problems. Sample topics include obtaining good discipline, adapting instructor methods to meet a range of abilities in a class, and wise use of personnel and material resources in the school and community.

Both inservice programs are designed to make beginning teachers as efficient as possible as quickly as possible, Mr. Pierce indicated.

In a section meeting on teacher education, Francis S. Chase, chairman of the department of education at the University of Chicago, called for less specialization in teachers colleges. "The most valuable component of a teacher's preparation is a sound liberal education," he said.

Dr. Chase suggested most teacher education programs are "uninspired and uninspiring, repetitious and deadening, containing much that is pure dogmatism dished up with a garnish of synthetic science."

"We need to make larger use of the method of inquiry in our methods

NEWS

courses, to introduce prospective teachers to a lifelong search for more effective ways of stimulating and guiding learning," he added.

Carleton Washburne, director of teacher education at Brooklyn College, Brooklyn, N.Y., reviewed his school's five-year program leading to a master's degree. The fifth year is designed to round out all the preceding educational experience, practically, scientifically and in perspective, he said.

Elizabeth Anne Meek, president of the West Virginia Classroom Teachers Association, suggested that if young teachers were more aware of the complexity of their duties "we would not lose 75 per cent between the junior year in college and the fifth year of teaching."

To prepare teachers to face the problems realistically, Miss Meek suggested that "every 10 years every teacher in a teacher education institution would do well to serve a year on the faculty of an average American school." College teachers have usually been away from children too long, she added.

Paul Witty of Northwestern University called for earlier identification of the gifted child. Cooperation between school and parent would help assure an understanding of the needs of these pupils and the efforts of the schools to meet the needs, he said.

Dr. Witty estimated that in many states half of the gifted high school graduates fail to go to college. If they could be identified early through intelligence tests and other means they could be encouraged to prepare for positions of leadership in science, education and other specialized fields.

Among the 700 conference participants were representatives of lay organizations, state education associations, state departments of education, teacher education institutions, and national professional organizations.

New York Teachers Reopen 55 Year Retirement Plan

ALBANY, N.Y.—Possibly for the last time, the New York State Teachers Retirement Board reopened its special service retirement plan to those who failed to elect the plan when it was last reopened in 1952.

Called the "55 year plan," it permits a member to retire five years earlier than he normally could under superannuation, but not before age 55.

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NEWS

Problem of Desegregating Schools Dominates Attention at Duke's School Law Conference

DURHAM, N.C.—The problem of desegregating the public schools commanded the lion's share of interest and attention at the second annual school law conference* sponsored here by Duke University June 21 and 22. Some four hundred whites and Negroes, mostly educators, heard talks on the legal and administrative aspects of this problem and discussed it.

It was evident that the school administrators, thoroughly aware of the responsibility that is theirs, came seeking counsel and assistance. It was stated over and over that the court's decision places the responsibility for leadership in this matter in the hands of school administrators and boards.

To open the second day's session, Dean Jefferson B. Fordham of the Uni-

versity of Pennsylvania's school of law spoke on "Legal Implications of Desegregation" and John H. Fischer, superintendent of schools, Baltimore, discussed "Administrative Implications of Desegregation." Robert H. Kramer, professor of law, Duke University, chairman, set the tone, when he said: "We are not here to discuss the merits of the Supreme Court decision." Instead, he pointed out that the purpose of the conference was to consider its implications.

Dean Fordham asserted that the highest values of our society are associated with the individual. When the problem is looked at in its proper perspective, he observed, the decision outlawing segregation in public schools was to have been anticipated, since many trends of a social nature had pointed in this direction, in the churches, the armed forces, public housing, hospitals, public health, labor and transportation. The context of this problem was broader than the American scene, he stated, and illustrated this by pointing out that, in the world as a whole, the white race is in the minority and that fundamental values "know no color line." In commenting on the international aspects of desegregation, he made it clear that it is up to us to demonstrate that we are worthy to be trusted in our position of worldwide leadership.

Dr. Fischer, in considering the administrative aspects of desegregation, related the experiences of Baltimore in this connection. He counseled that any plan of desegregation must be devised to meet the community's problem and should be related to its programs of intergroup relations.

IMPLEMENTING DECISIONS

On Tuesday evening Gov. Luther Hodges of North Carolina addressed the conference. As was to be expected, his address dealt, largely, with the problems which North Carolina faces as it is confronted with the task of implementing the Supreme Court decision. He said that, while he recognized delegates had many important problems to consider, the "terrific impact and possibilities" of this decision overshadow all others. In commenting upon it, he characterized it as "one of

*For a report on the first conference, see Garber, Lee O.: Law and Education Must Work Together, *The NATION'S SCHOOLS* 54:86 (August) 1954.

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the most explosive questions to face our people, our state and local governments, and our public schools" and then commended the people of North Carolina for reacting "calmly to this momentous decision" and for refraining "from wild or inflammatory demonstrations." He said that the school boards deserve "the understanding, assistance and support" of the people and stated that he was not "overly pessimistic about the outcome."

Following a welcome by President Edens, Duke University, the conference opened on Tuesday morning with talks by Edgar Fuller, executive secretary, National Council of Chief State School Officers, and Charles Carroll, state superintendent of public instruction for North Carolina. Dr. Fuller, speaking on "National-State Perspective," pointed out that federal-state relations in education are different from those in other fields because they are on more of a professional than a policing basis. This is as it should be and "is our best assurance that federal-state programs of an educational nature will be properly administered."

Dr. Carroll, speaking on "State-Local Perspective," emphasized the concept of education as a state function. He pointed to the rôle of the courts in upholding the spirit of the law and noted that much of school law originates in local customs and practices which later become enacted into law.

FIRST BIRTHDAY

At the first of these annual conferences sponsored by Duke University (1954), the National Organization on Legal Problems of Education (N.O.L.P.E.) came into being. Therefore, it was only fitting that notice be taken of this infant's first birthday. At the Tuesday evening meeting, Madaline Remmlein, research division, N.E.A., who was appointed temporary chairman when the organization was launched and who was elected its first president in December, gave a progress report. Approximately 350 school administrators, attorneys, professors of law, education and school law, and representatives of professional organizations have enrolled as members. The first annual meeting will be held on the University of Chicago campus November 8 and 9.

This conference demonstrated not only a continuing but an increased

interest in school law. Eighteen states and the District of Columbia were represented. While desegregation appeared to be of paramount interest, it alone was not accountable for the increased enrollment. Much interest was manifested in the discussions of the first morning that dealt with federal and state relations to education as well as in the "interest groups" that met the first afternoon.—Reported by LEE O. GARBER, professor of education, University of Pennsylvania.

Columbia University Uses City's Resources for Laboratory

NEW YORK.—Columbia University's Teachers College is using New York City as a social studies laboratory. In order to teach teachers how to use a city's resources the college is taking students on field trips. In one recent week 60 students toured the liner United States, visited the National Maritime Union offices and hiring hall, and went through the New York Stock Exchange.

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ABOUT PEOPLE

APPOINTED . . .

Charles R. Spain, dean of the University of New Mexico's college of education, to superintendent at Albuquerque, N.M., effective July 1, 1956. He will succeed **John Milne**, who will retire at that time. Mr. Milne has headed the Albuquerque system since 1911.

Alex Jardine, superintendent at Moline, Ill., to superintendency at South Bend, Ind., succeeding **Frank E. Allen**,

superintendent there for the last 24 years, who has become director of athletics at Indiana University.

Bill Hunt, former teacher at Rush Springs, Okla., to superintendency at Cox City, Okla., succeeding **Flake Todd**.

Verdie L. Ellingson, high school principal at Elkton, Minn., to superintendency there, succeeding **T. S. Andrews**.

Jerry L. Patterson, high school principal at Pine Bluff, Ark., to superintendency there, succeeding **Henry F. Dial**, who is retiring.

Robert H. Morrison, assistant commissioner for higher education, New Jersey State Department of Education, to dean of the school of education, Seton Hall University, Newark, N.J.

Cyrus L. Gunn, superintendent at Mount Vernon, Ind., to superintendency at Martinsville, Ind.

Howard P. Skinner, vocational coordinator of the high school at Kirksville, Mo., to the superintendency at Madison, Mo.

Charles B. Webbenhurst, superintendent at Erwin, S.D., to superintendency at Egan, S.D., succeeding **Melvin Jensen**, who has been named superintendent at Cleveland, Minn.

Ray P. Wile, high school teacher at San Jacinto, Calif., to superintendency there, succeeding **C. W. Lockwood**, who has become superintendent at Lompoc, Calif.

Glen F. Frenzen, high school principal at Olds, Iowa, to superintendency at Bonaparte, Iowa, succeeding **Stephen Cox**, now superintendent at West Burlington, Iowa.

Spencer H. Anderson, superintendent at Strandburg, S.D., to superintendency at Brandt, S.D. His successor at Strandburg is **V. D. Larsen**, former superintendent at Raymond, S.D.

O. L. Capps, basketball coach at Loveland, Okla., to superintendency there, succeeding **Ray Beavers**.

Joseph B. Porter, superintendent at Hadley, Mass., to superintendency at Watertown, Conn., succeeding **Gordon C. Swift**, superintendent there for the last 36 years.

Herbert W. Schooling, superintendent of the North Kansas City School District, Kansas City, Mo., to associate professor of education at the University of Chicago.

Frank Ross, superintendent of west side schools, Union City, Ind., to superintendency at Plainfield, Ind.

Roger H. Amundson, principal at Renville, Minn., to superintendency there, succeeding the late **A. C. Huselid**.

Roy E. Sharp, superintendent at Canalou, Mo., to superintendency at Oran, Mo., succeeding **Ward Brasher**.

George Baisinger, teacher at Eustis, Neb., to superintendency at Lebanon, Neb.

J. M. Moorman, superintendent at Hempstead, Tex., to superintendency at Rockdale, Tex., succeeding **W. C. Grissom**.

E. Paul Reher, superintendent at Parkersburg, Iowa, since 1950, to director of special services in Polk



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County schools, Des Moines, Iowa, succeeding **H. S. Oliver**, now superintendent of the Saydel consolidated schools north of Des Moines.

Dean DeLay, principal at Panama, Ill., to superintendency for Bond County, Greenville, Ill.

A. C. Kepler, superintendent at Keswick, Iowa, to superintendency at Ferguson, Iowa, succeeding **Glenn E. McCoy**.

Virgil Clubb, high school principal at Greenville, Mo., to superintendency for Wayne County, Greenville, succeeding **Charles M. Randall**.

John Picton, superintendent at Stanford, Mont., to superintendency at Lovell, Wyo.

Shirley L. Held, superintendent at Grove City, Minn., to superintendency at Winthrop, Minn., succeeding **A. L. Nelson**, now superintendent at Cambridge, Minn.

Baumont A. Herman, superintendent at Northbridge, Mass., to president of Western New England College, Springfield, Mass., September 16.

Paul A. Menegat, superintendent of Forest Grove Union High School, Forest Grove, Ore., for 14 years, to administrator for the U.S. Air Force of American schools for dependent children of United States personnel in the national defense program in Madrid, Spain. His successor at Forest Grove is **Douglas V. Olds**, vice principal of Lincoln High School, Portland, Ore.

D. Willard Zahn, associate superintendent in charge of special divisions and educational adviser for buildings, supplies and equipment, Philadelphia public schools, to dean of the school of education, Temple University, Philadelphia. He has been associated with the Philadelphia schools for 40 years.

J. W. Dillard, dean of Frank Phillips College, Borger, Tex., since its beginning, to president of the college, succeeding **C. A. Cryer**.

C. Arthur Hansen, superintendent at Earlham, Iowa, for the last five years, to superintendency at Mount Ayr, Iowa. His successor at Earlham is **James F. Hemphill**, high school principal there since 1951.

Alfred T. Little, assistant superintendent at Midland, Tex., to superintendent at Borger, Tex.

William E. Stirton, vice president for services and development at Wayne University, Detroit, to chief of an Indonesian educational survey team for three months. The team was chosen by

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the Foreign Operations Administration at the invitation of the Indonesian government to study the Indonesian educational system and make recommendations concerning it.

James E. Holland, superintendent of district No. 2, Naylor, Mo., to superintendent at Houston, Mo.

James Broadhead, superintendent at Caddo, Okla., for the last 13 years, to superintendency at Morris, Okla.

Gordon B. Wilson, high school teacher at Winfield, Kan., to superintendency at Latham, Kan., succeeding **Howard L. George**.

James Dawson, superintendent at Bourbon, Mo., for the last 17 years, to superintendency at Bland, Mo., succeeding **Lloyd E. Boyd**.

Alvin L. Arneson, former superintendent at Sanish and Leeds, N.D., to superintendency at Felton, Minn., succeeding **C. J. Lommen**.

Paul J. Steffenson, superintendent of district No. 1, Park Rapids, Minn., to superintendency of West St. Paul High School, St. Paul.

Felix Ryals, superintendent of Arkansas Boys' Industrial School, Pine Bluff, Ark., to superintendency for Desha County, McGehee, Ark.

S. A. Ballantyne, superintendent at West Union, Iowa, for the last five years, to superintendency at Bettendorf, Iowa.

Robert D. Turney, superintendent at Plymouth, Ill., for the last four years, to superintendency of community unit district 5, Woodland, Ill.

L. D. Tindall, elementary school principal at Stinnett, Tex., to superintendency at Alanreed, Tex., succeeding **Bob McCollum**.

Otto Deuschle, superintendent at Glenham, S.D., for the last seven years, to superintendency at White River, S.D.

Howard Jenson, superintendent at Litchfield, Minn., since 1945, to superintendency at Columbia Heights, Minn.

Gerald S. DeGrow, high school teacher at Elkton, Mich., to superintendency at Reese, Mich., succeeding **William A. Scott**, who has been appointed superintendent for Tuscola County, Caro, Mich. **Joseph E. Liddicoat**, former superintendent for Tuscola County, has become superintendent for the Croswell-Lexington schools, Croswell, Mich.

Capt. Robert Browne, instructor at Wentworth Military Academy, Lexington, Mo., to superintendency at Hen-

rietta, Mo., succeeding the **Rev. O. H. Boatwright**.

Grover Bratcher, superintendent at Watonga, Okla., to superintendency at Cherokee, Okla., succeeding **Hal Buchanan**, now superintendent at Pryor, Okla.

Glenn E. Walsh, assistant superintendent for the Vineland School District, Arvin, Calif., to superintendency there, succeeding **Peter A. Bancroft**.

George B. Fenchel, superintendent at Massena, Iowa, to superintendency at Hawkeye, Iowa.

R. K. Green, superintendent at Santa Anna, Tex., to superintendency at Post, Tex., succeeding **D. C. Arthur**, now vice president of Southwestern Christian College, Terrell, Tex. **Cullen N. Perry**, former high school principal at Santa Anna, now is superintendent there.

A. R. Ehrnst, high school superintendent at Foley, Minn., since 1940, to superintendency of the high school at Red Lake Falls, Minn.

C. W. Hamand, superintendent at Alta, Iowa, to superintendency at Panora, Iowa.

Don L. Farmer, superintendent at Florence, Kan., for the last seven years, to superintendency at Kingman, Kan.

D. C. Simmons, teacher at Tabor, Iowa, to superintendency of Coburg Consolidated School, Coburg, Iowa, succeeding **Ralph Carroll**.

M. G. Keisker, superintendent at Montgomery City, Mo., for the last four years, to superintendency at Butler, Mo.

Ivan R. Willey, superintendent at Superior, Wyo., to professor of education and director of teacher requirements, placement and fellowship at the University of Wyoming.

Clark R. Gilbert, superintendent at Galesburg, Kan., to superintendency at Benton, Kan.

Laura Todnem, principal at Pukwana, S.D., to superintendency for Brule County, Chamberlain, S.D.

Paul Craig, teacher at Mayfield, Ky., to superintendency at Mayflower, Ark., succeeding **Jody Matthews**.

Lester A. Fadler, high school principal at Hillsboro, Mo., to superintendant of district R-2 at Cuba, Mo.

Jack Hay, superintendent at Shidler, Okla., for the last seven years, to superintendency at Dewey, Okla.

W. P. Sheppard, superintendent at Gwinner, N.D., for the last seven years, to superintendency at Drayton, N.D.

NEWS

Charles E. McGee, superintendent for Macoupin County, Carlinville, Ill., for the last three years, to superintendency at Hopedale, Ill.

Bernard McKenzie, high school principal at Rushville, Ind., for the last four years, to superintendency there, succeeding J. Everett Light.

Walter L. Hetzel, superintendent at Decorah, Iowa, to superintendency at Ames, Iowa, succeeding Harry McPhail.

James B. Kinchloe, consultant to instruction supervisors in improvement of teacher services at George Peabody College for Teachers, Nashville, Tenn., to superintendency at Tucumcari, N.M., succeeding L. H. Rhodes, superintendent there for the last 18 years.

R. W. Fisher, superintendent at Granada, Minn., to superintendency at Danube, Minn., succeeding K. B. Knutson, superintendent there for the last 12 years.

John Ellis Roam, superintendent at Wheatland, Mo., to superintendency of the Cole R-5 unit district, Eugene, Mo., succeeding Tennyson Jenkins, who has resigned.

Lynton Williams, teacher at Vinita, Okla., to superintendency at Big Cabin, Okla., succeeding John Coventon.

C. W. Richard, superintendent at Powell, Wyo., to superintendency at Los Alamos, N.M.

Elbert L. Mitchell, elementary school principal at Huntsville, Ark., to superintendency at Elkins, Ark., succeeding David McCartney.

Thurman L. Willett, at present studying at the University of Missouri, to superintendency at Lynn, Mo., succeeding R. E. Hicks.

Frank Eaton, attendance officer for Rogers County, Claremore, Okla., to superintendency for Rogers County, succeeding James Lee Master.

Otis Bourne, former superintendent at Hayden, Colo., to superintendency at Rifle, Colo.

L. M. Hays, superintendent at Miles, Tex., for the last seven years, to superintendency at Stanton, Tex.

Stanley Vejtasa, superintendent at Floodwood, Minn., to superintendency for district 21, Mountain Iron, Minn., succeeding George A. Moe, now superintendent at Babbitt, Minn.

RESIGNED . . .

Rufus H. Fitzgerald, chancellor of the University of Pittsburgh. He becomes chancellor emeritus and his predecessor, John D. Bowman, presi-

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dent honorarius. Both hold ex officio membership on the board of trustees.

Lloyd McDaniels, superintendent at Grandfield, Okla., for the last two years.

A. T. Browne, superintendent for East Baton Rouge Parish, Baton Rouge, La.

Emory G. Rogers, superintendent for Mason County, Maysville, Ky., for the last 19 years.

W. O. Dodson, superintendent at Linneus, Mo., for the last eight years.

Ed Dunkle, superintendent at Georgetown, Colo.

C. H. Backlund, superintendent at Wabasha, Minn., for the last 12 years.

Claude L. Langston, superintendent at Dialville, Tex.

Robert D. Gordon, superintendent at Kensington, Kan., for the last four years.

Richel Lee Whitham, superintendent at Galeton, Colo.

O. W. Young, superintendent, Pleasant Plains, Ill., since 1947.

T. J. Caruthers, director of teacher education at State Teachers College, Salisbury, Md., since 1933.

Stephen Cornish, superintendent for Pike County, Bowling Green, Mo., since 1935.

R. V. Hunkins, superintendent at Lead, S.D., since 1922, effective in the summer of 1956.

George C. Ellis, principal-superintendent of Valley Center Union School District, Valley Center, Calif.

Farris E. Willingham, superintendent at Tecumseh, Okla., for the last 23 years.

Henry E. Sorvig, superintendent for Polk County, Crookston, Minn., for the last 20 years, because of ill health. Mrs. Sorvig will fill his unexpired term of nearly four years.

R. B. Carey, superintendent at Bellevue, Neb., for the last seven years.

Bruno J. Keith, superintendent at Dubois, Idaho.

C. L. Anderson, superintendent at Wrangell, Alaska.

George G. Kottke, superintendent at Cambridge, Minn.

W. W. Fatka, superintendent at Anita, Iowa.

L. S. Rogers, superintendent for Le Flore County, Greenwood, Miss., for the last 36 years, effective January 1.

M. E. Steele, superintendent at Mendota, Ill., for 28 years.

Herbert Spencer, superintendent at Hubbard, Neb.

M. Elna Hansen, superintendent for Mason County, Ludington, Mich.

DIED . . .

Edmund Valentine White, former superintendent at Merkel, Tex.

Robert M. Marshall, 70, former superintendent for Tippecanoe County, Lafayette, Ind.

Ralph E. Himstead, 62, general secretary of the American Association of University Professors.

Herman Fritz, 71, who retired in 1950 after 16 years as superintendent at Chester, Pa.

John M. Clifford, 53, executive secretary of the Michigan Public School Employees Retirement Fund for 25 years.

Herbert James Moss, 45, dean of the graduate school, University of New Hampshire. Dr. Moss also served as director of the summer school.

Harvey B. Heath, 79, retired superintendent, who had served the first supervisory districts of both Broome and Delaware counties, New York.

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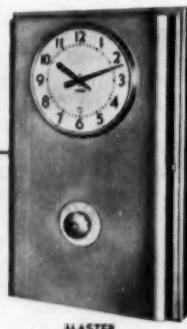
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THE BOOKSHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Pipeline to Editors, a News Guide for School Superintendents. By Sylvia Ciernick, editor of publications, Dearborn Public Schools, and Otis Crosby, assistant director, department of information service, Detroit Public Schools. Michigan Communications Study, Michigan State College, East Lansing. Pp. 60.

COMPARATIVE EDUCATION

The New Era in Education. A comparative study. By I. L. Kandel, professor emeritus of education, Teachers College, Columbia University, and emeritus professor of American studies, University of Manchester. Presents an interpretation of the effect of current cultural, economic and political trends on the development of educational practices in England, France, the Soviet Union, and the United States. Comparisons are made of the educational systems in these countries in light of developments since World War II and the conflicting ideologies of communism and democracy. Houghton Mifflin Company, 2 Park St., Boston. Pp. 388. \$4.

CURRICULUM

Teaching Nutrition in the Elementary Schools. Nutrition education series, pamphlet No. 7, U.S. Office of Education. U.S. Government Printing Office, Washington 25, D.C. Pp. 32. 25 cents.

What's the Next Move in Homemaking Education? Prepared by Olive A. Hall, assistant professor of home economics, University of California, Los Angeles. A report on a study of attitudes regarding homemaking education sponsored cooperatively by the bureau of homemaking education and the department of home economics, University of California, Los Angeles. Bulletin of the California State Department of Education. Roy E. Simpson, California superintendent of public instruction, Sacramento.

EDUCATIONAL PHILOSOPHY

Social Foundations of Education. By Harold Rugg and William Withers. A general outline for a comprehensive and integrated course of study of the position of education in relation to the social sciences, biological and physical sciences, and the humanities. Part I contains an introduction to contempo-

rary civilization and public education and to the rôle of the teacher in mid-century America. In the next three parts, a careful study is made of the major political, economic and psychological problems of our society and of their historical background. Part V presents a new integrative history of the cultural revolution that has produced modern science and art. Discusses the rôle of the teacher in relation

to the problems of social control and to the conflict between a dictatorial and democratic political system. Prentice-Hall, Inc., 70 Fifth Avenue, New York 11, N.Y. Pp. 771. \$5.40.

PUPIL PERSONNEL

Careers in Education. A guide to the study of the profession. Describes the opportunities and problems of the teaching profession for high school and

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BINNEY & SMITH INC.
NEW YORK

junior college students who are considering career choices. Published by the Commission on Teacher Education and Professional Standards for the California Teachers Association, 693 Sutter Street, San Francisco 2, Calif. Pp. 71. 35 cents.

COMING EVENTS

JULY

24-27. National Audio-Visual Association, convention and trade show, Chicago.

AUGUST

1-5. School Planning Institute, fifth annual institute, Stanford University, Stanford, Calif.

21-27. National Conference of Professors of Educational Administration, University of Connecticut, Storrs.

SEPTEMBER

24-29. National Council on Schoolhouse Construction, annual convention, New Orleans.

OCTOBER

9-12. County and Rural Area Superintendents, annual conference, San Diego, Calif.

16-20. Association of School Business Officials, annual convention, Chicago.

17-21. National Safety Council, 43d congress and exposition, Chicago.

24. United Nations Day.

NOVEMBER

6-12. American Education Week.

11-13. Adult Education Association of the U.S.A., fifth annual conference, St. Louis.

24-26. National Council for the Social Studies, annual convention, New York.

28-30. National Society for Crippled Children and Adults, annual convention, Chicago.

28-Dec. 1. White House Conference on Education, Washington, D.C.

28-Dec. 1. National School Service Institute, 39th annual convention, Chicago.

FEBRUARY

18-23. American Association of School Administrators, Atlantic City, N.J.

24-29. National Association of Secondary-School Principals, annual convention, Chicago.

MARCH

7-10. Department of Elementary School Principals, N.E.A., annual meeting, Denver.

24-30. American Association for Health, Physical Education and Recreation, national convention, Chicago.

APRIL

5-7. Southeastern Association of School Business Officials, fifth annual convention, Louisville, Ky.

18-21. California Association of Public School Business Officials, 29th annual convention, San Francisco.

We have acquired the assets and offices of an agency placing teachers for 25 years in the northern area of the United States.

A direct mail campaign to all registrants has been completed. Advertising in such publications as SCHOOL ARTS and SCHOOL AND SOCIETY has been expanded.

As a result, in a period of extreme teacher and administrator shortage, we have an increasing number of qualified people who rely on us to present their credentials and to assist them in locating better positions.

If your program has not been completed for the coming year, or if we can be helpful in your plans beyond next year, we would be pleased to hear from you.

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*records voice and music
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NE W -- 3 latest Victor developments are 3 new Sound Projectors, new 1600 Arc and "Silent 16." Send for free literature today. Write Dept. A-85.



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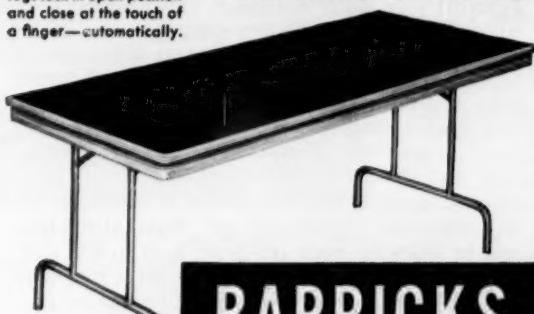


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Exclusive steel center channel construction adds strength—reduces weight.

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50% MORE FOOD, KEEP MEALS
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Guess who was served last from a NACO electric food cart!

The girl on the left was last, yet her meal stayed hot, too, because now all NACO HCP models have strip heaters in both top and bottom sections.



And cleaning is a breeze. Tray runners formed on one-piece, die-stamped side panels replace separate angle irons. No cracks or crevices to catch dirt.

Food stays hot hours longer, even in the lower sections because new strip heaters have been added, as well as Fiberglas insulation in the base. Louvered walls allow uniform heat circulation inside compartments.

The new NACO Model HCP-2000 stores 50% more food than Model HCP-165 — actually 373, 26 oz. meals for children or 220 adult-meals, averaging 44 ozs.

Both Models HCP-165 and HCP-2000 available in standard and deluxe stainless-steel finishes. For Complete information, write:

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Central Control Dual-Channel
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Unsurpassed Educational Tool: The RAULAND S220 All-Facility Console gives you modern, smooth administrative control of the entire school plant. Available to serve up to 80 rooms, the system performs every conceivable function: distribution of administrative information, radio broadcasts, recorded music, school entertainment, instruction—plus instant 2-way intercommunication with all classrooms. Available also in S120 Consolette model, less desk. The last word in School Sound—quality-built to remain modern for years.

Your Choice of Every Desirable Program Facility

Program Panel

Selects any of 3 microphones or Room Return; mixes with any of 4 programs: Radio, Phono, Recorder or Remote Line. (Second program channel is combined with intercom panel.)

One-Operation Emergency, All-Call and Pre-select Switch

FM-AM Radio
Selects any radio program on the complete FM band or the entire AM standard broadcast band.

MODEL
S220



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Selects any or all rooms (available with up to 80 room capacity) for all program distribution functions.

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Choice of Automatic Changer playing all record sizes and speeds, or Transcription Player playing up to 16" records of all speeds.

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Send full details on RAULAND School Sound Systems. We have... classrooms; auditorium seats.....

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The Dishes that Last.. and Last.. and Last

... and WILL stimulate the appetite!

FURNISH your school lunchroom or church kitchen with colorful, unbreakable plastic dishes that build up appetites—cut down expenses. Their eye-appeal means appetite-appeal. Their longer life means much lower costs. Less clatter — meaning less noise and frayed nerves when clearing tables, washing and stacking. Light weight, too, for quicker and easier handling. And your choice of pastel colors!

PLASTIC WARE is only one of the 50,000 items of EQUIPMENT, FURNISHINGS, AND SUPPLIES sold by DON for faster and better food service. Ask for a DON salesman to call. He carries a complete line of items for your lunchroom or kitchen — yes, everything from ranges to napkins. And on ALL items always — SATISFACTION GUARANTEED.

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What's New FOR SCHOOLS

AUGUST 1955

Edited by BESSIE COVERT

TO HELP YOU get more information quickly posit page 148. Just circle the key numbers we have provided the postage paid card op on the new products described in this section, on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your request to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Troffer Panel System Speeds Construction



The TAC (Troffer-Acoustic) panel system is a new method of construction which is said to cut costs and save time. The troffer and acoustical panels provide permanent long-span forms for concrete joist construction and an acoustically-treated ceiling with recessed lighting troffers. The light-gauge steel panels combine the functions of pan forms, acoustic treatment and fluorescent lighting troffers. They are each 24 inches wide. The acoustical panel is perforated and backed up with a non-combustible acoustical element. The troffer panel provides a housing for fluorescent fixtures and plastic diffusers for recessed lighting and flush ceiling.

The TAC panels need supporting at mid-span and ends only as forms for concrete. They carry no building loads after concrete is cured. Fire resistance ratings are based on the reinforced concrete structural system. Only finished flooring, paint and fluorescent fixtures need be applied to complete installation of the TAC panels. Ceilings can be washed or repainted as often as necessary without affecting the acoustical treatment. Use of the panels completes the structural floor for rooms above and the acoustical ceiling and lighting system for rooms below at the same time. **Detroit Steel Products, 2250 E. Grand Blvd., Detroit 11, Mich.**

For more details circle #100 on mailing card.

Pageant Projectors in Six New Models

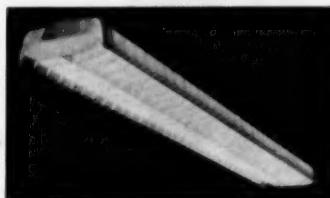
Designed especially for audio-visual use, the six new 15-watt Kodascope Pageant Sound Projectors are available in both single-case and two-case units and with both standard and "Plus-40" shutters. Power is ample for normal use as well as for difficult locations in all of

the new 16 mm Model AV-152 series. The new models are faster to set up, place in operation and to take down. The new hinged reel arms swing easily into position. A new loop former for easier threading and for re-forming a loop "lost" during projection facilitates operation and there is an improved positive-action elevating mechanism.

Operation of the new models is smoother as a result of a redesigned film gate for accurately adjusted, even film pressure and to facilitate removal and replacement for cleaning; a new pivoted roller, and a motor-speed selector for easier setting and indication of speed. Other features also add to the efficiency and simplicity of operation of the new models which are permanently pre-lubricated for simplified maintenance. **Eastman Kodak Company, Rochester 4, N.Y.**

For more details circle #101 on mailing card.

Efficiency and Economical Costs Combined in Fluorescent Fixture



The new Scott line fluorescent fixture features one-piece all plastic shielding. It is designed for use in schools, offices and other institutions and offers high efficiency with economical costs. A soft, diffused light is produced by the Scott as the entire fixture is luminous.

Only three major components are used in the Scott fixture—the channel, cover plate and one-piece shield. It is easy to handle and simple to install. The channel is of 18 gauge, cold-rolled steel, Bonderite treated for better paint adhesion and resistance to deterioration, with the one-piece shielding molded of polystyrene. The hanging arrangement permits the shield to swing down from either side for maintenance, or it can be entirely removed for cleaning. The Scott may be surface or pendant mounted and provision is made for continuous row installation. It is available in rapid and instant start. **Sylvania Electric Products, 1740 Broadway, New York 19.**

For more details circle #102 on mailing card.

(Continued on page 136)

Both Relief and Elevation in United States Map

The relief effect is combined with traditional contour layer coloring to show both elevation and relief correctly in the new Relief-Like United States Map RL1. The map is 64 by 44 inches in size and is scaled at fifty miles to the inch. The pictorial nature of this physical-political map makes it valuable for teaching map reading as well as geographic concepts and locations. **Denoyer-Geppert Co., 5235 N. Ravenswood, Chicago 40.**

For more details circle #103 on mailing card.

Colorful Cabinets for Classroom and Library

Flexibility of arrangement is offered in the new line of colorful, attractive cabinets developed for classroom and library use. The use of standardized dimensions, parts and finishes permits any desired arrangement of the cabinets. Scientifically selected colors make for cheerful, stimulating study and work rooms. All cabinets have a sage gray finish except for the hardboard sliding doors which are finished in coral, blue or yellow pastel shades.

In addition to their basic function of storage, the cabinets can be used in a variety of ways. They may serve as room dividers, mobile cabinets, supplementary work surfaces, and for reception rooms and offices. A cabinet on wheels, the Brunswick book truck also may be used as a two tier cabinet when placed against the wall. The cabinets are available in a choice of open shelves or doors, full or divided shelves, and four functional mountings: casters, legs, bases or wall mountings. The cabinets are ruggedly constructed and finished to stand up under school use. **Brunswick-Balke-Collender Co., 623 S. Wabash Ave., Chicago 5.**



gedly constructed and finished to stand up under school use. **Brunswick-Balke-Collender Co., 623 S. Wabash Ave., Chicago 5.**

For more details circle #104 on mailing card.

What's New ...

Increased Freedom in Slanting Post Desks

More leg freedom and easy entrance and departure are claimed for the new



Individual Table Desks with forward-of-center slanting post construction. The unique design provides a rigid, durable desk with comfortable space beneath the book box. Chair movement for seating comfort is said to be reduced with the new design.

The new table desks have solid hardwood tops, large book compartments and projection-free underneath surfaces. The No. 841 is a stationary-top desk with open book box. No. 851 is a lift-lid model with adjustable-tension slam control friction disc hinges to protect fingers and prevent noise. Both models are available in four table heights, with or without pencil trays. **Arlington Seating Co., Arlington Heights, Ill.**

For more details circle #105 on mailing card.

Controlled Darkening With Mackin Blinds

Precise control of darkness for classroom presentation of movies, slides and opaque projection is available in the new Mackin Visual Education Blind. Consisting of tenoned slats that fit snugly into a built-in metal molding and a vertical triangular brace which forces the slats tightly together when darkness is required, the blinds give control of sun and glare in normal use. Readily adaptable to all of the many varying light requirements in a modern classroom, the blinds are easy to operate and are constructed for years of trouble-free service.

The new blinds do not interfere with



ventilating units or regular lighting and cannot blow or bang in the wind. Slats are easily removable for washing. The blinds serve as an effective insulator and

do not occupy wall space beyond the immediate window area. They are available in a selection of attractive colors of slats and tapes. **Mackin Venetian Blind Co., Momence, Ill.**

For more details circle #106 on mailing card.

Infra-Red Food Warmers Retain Moisture and Flavor

Cres-Cor "Golden Glow" Infra-Red Food Warmers utilize radiant penetrating heat in retaining the moisture and true flavor of food. An anodized hood, separated shelf on the top for cold dishes and salads, a toggle switch for individual control and a special focus arrangement are features of the new line of warmers. "Golden Glow" Warmers are also efficient as bun or roll warmers, as dryers for glasses or silver and as plate warmers. **Crescent Metal Products, Inc., 18901 St. Clair Ave., Cleveland 10, Ohio.**

For more details circle #107 on mailing card.

Portable Vacuum Cleaner at Low Cost

A new low cost portable vacuum cleaner is available in Model P118.



Powered by a $\frac{1}{8}$ h.p. motor with air vented around the motor, not through it, the machine has an easily removable dirt can and an enclosed dirt bag which is shaken out inside the machine. Model P118 may be used for wet or dry pickup. The same basic machine is available as a stationary unit in Model SB118. **The Spencer Turbine Co., 486 New Park Ave., Hartford 6, Conn.**

For more details circle #108 on mailing card.

Lab-Cote Floor Finish Is Easily Maintained

A new resilient floor finish is available under the name of Lab-Cote. It is a hard, easily maintained dressing which gives a clear, transparent protective film to all flooring surfaces. Lab-Cote is said to resist soil absorption, to have high anti-slip qualities and to give long wear. It can be buffed to restore its luster and is easily removable for thorough floor cleaning. **Chemical Service of Baltimore, Inc., Howard & West Sts., Baltimore 30, Md.**

For more details circle #109 on mailing card.

(Continued on page 138)

Wall Pockets Add Storage Area

Wall space is saved with the double depth pockets now available for Port-A-



Fold folding tables and benches. Two tables and four benches take the same wall area that was previously required to store one set. Tables and benches in the 14 inch depth unit are all detachable and may be rolled to any desired position. Provisions can be made to have the pockets recessed in the wall only half way, with rounded corners on the protruding half. **Schieber Sales Co., Beech Road Station, Detroit 39, Mich.**

For more details circle #110 on mailing card.

Wall and Floor Tile Now Available in Marble

Genuine quarried marble is now available in tile size for walls and floors. The result of years of research, the new Markwa tile is competitively priced for budget construction and forms floors, wainscoting, walls and counter-tops attractive in appearance, quick and easy to maintain and practically indestructible. Attractive marbles in color and pattern are used for Markwa marble tiles which are available in eighteen varieties.

The new tile is germ and dirt resisting, fireproof and easy to keep clean and sanitary. The tiles are one-half inch thick, packed ready for shipment. Three sizes are available: 8 by 8, 8 by 12 and 12 by 12 inches. Markwa marble wall tile has a polished finish with cushion edges. Markwa marble floor tile is furnished with square edges and a matte finish. The new tile can be applied over painted plaster walls, over plywood, cement or concrete walls or floors with



adhesive, and over any uniform concrete, masonry, cinder block or similar construction with mortar. **Vermont Marble Co., 101 Park Ave., New York 17.**

For more details circle #111 on mailing card.

more product information

→ Every year from 1943 through 1954 and during the first six months of 1955, THE NATION'S SCHOOLS has carried substantially more display advertising than any other school administrative magazine. This is important to you and to all other readers of the magazine because display advertising keeps you informed on the products and materials with which the concepts and philosophies of public school education are implemented.

→ Also, in substantiation of your own judgment of the magazine, as a subscriber, THE NATION'S SCHOOLS enjoys the largest paid subscription circulation among school administrators than any other administrative magazine, and has for well over a decade.



What's New ...

Attractive Colors for Laboratory Equipment

To add to the brightness and color of the laboratory, Hamilton is offering six new finishes in vibrant colors for laboratory equipment. They are designed to stimulate activity, provide better light reflection and improve appearance. Rooms that are harmoniously pleasing and efficient can be designed with the new Blonde, Honey Maple, Saddle Brown, Driftwood, Ocean Spray and Granite Gray finishes available for laboratory furniture when combined with the resistant and colorful Hamltone tops. **Hamilton Manufacturing Co., Two Rivers, Wis.**

For more details circle #112 on mailing card.

Popcorn Machine Has Automatic Controls

Entirely new electrical controls provide automatic operation of the new Manley Vista-pop popcorn machine. Kettle heat is automatically controlled within a few degrees, making every kernel of popcorn pop with maximum volume. Incorrect heat setting and current fluctuations, which give poor popping results, are eliminated. Popped corn is kept hot by heated forced air blown upward through the supply. Temperature of the air and of the popcorn in the

warming pan is thermostatically controlled and the popped corn is heated evenly. The design and operation of the warming pan keeps popcorn crisp, even in humid areas.

A feature of the new machine is the visual popping. The popping process

a pump and the kettle is emptied by push button. The only hand operation is putting the popcorn and salt into the kettle and filling boxes or bags. **Manley, Inc., 1920 Wyandotte St., Kansas City 8, Mo.**

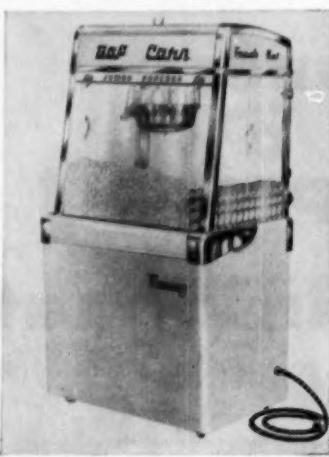
For more details circle #113 on mailing card.

Volt-Ohmmeter Is Pocket-Sized

The new Simpson Midgetester Model 355 is a Volt-Ohmmeter small enough to be carried in the shirt pocket. The ultra-compact self-shielding movement is designed to fill the requirements of a large variety of electrical and electronic servicemen. The small, light weight tester has high standards of quality. The Simpson Core Magnet Meter Movement and recognized accuracy and ruggedness are features of the new instrument.

The smooth plastic case surrounds the entire instrument with clear plastic over the front and a black plastic cover over the back. A pair of special test leads is furnished with each instrument for easy polarity indications. The plastic cover is easy to hold in one hand. It can be laid on any surface as it completely insulates the instrument from all outside contacts except those made with the test leads. **Simpson Electric Co., 5200 W. Kinzie St., Chicago 44.**

For more details circle #114 on mailing card.



may be seen through a $\frac{3}{8}$ inch thick Pyrex glass. The interior of the machine has 126 added square inches of working area, yet is the same width as earlier machines so that it will fit into the same floor space. The machine is easy to handle, seasoning is dispensed by

(Continued on page 139)

Beauty for Your School

**with permanence, safety
and economy of engineered
timber construction**

This room illustrates the handsome appearance schools are getting with engineered timbers by Timber Structures, Inc., and why no school need be satisfied with a building of less charm. For they combine permanence, strength, economy and beauty. In addition, heavy timbers provide effective resistance to destruction of the building by fire unequalled by any other commonly used material.

Timber members are available as beams, arches, and trusses for use in classroom, libraries, gymnasiums, shops and multi-purpose rooms. Typical applications are shown in the booklet, "Modern Functional Schools", which is a good idea source for those planning new buildings. Write for your copy, or get it without obligation from your nearest Timber Structures office.



Library of junior high school at Chico, California, is distinguished by graceful timber arches which support weight of the roof. Clerestory windows provide balanced lighting throughout the room.

TIMBER STRUCTURES, INC.

P. O. Box 3782-H, Portland 9, Oregon

Offices in Ramsey, N. J.; Garden City, N. Y.; Chicago; Ferndale, Mich.; Kansas City; St. Louis; Minneapolis; Boston; Columbus; Decatur; Des Moines; Wichita; Dallas; Houston; Birmingham; Charlotte;

Memphis; West Hartford; Seattle; Spokane; Denver.

TIMBER STRUCTURES, INC. OF CALIFORNIA • Richmond, California

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The NATION'S SCHOOLS

What's New ...

Four Sets of Documents Typed Simultaneously on Cardatype

The new IBM Cardatype Accounting Machine, Type 858, will produce up to



four different sets of documents or forms with a single typing. The "one-man-force" office machine eliminates repetitive clerical tasks and saves time on paper work and records. The basic machine has three units: an IBM Electric Typewriter, an auxiliary numerical keyboard and IBM equipment for reading punched cards and automatically controlling the entire Cardatype operation. Three more connected, unattended typewriters may be installed beside the Cardatype for the production of related forms.

An automatic computing unit is another feature of the Cardatype. It permits calculations to be made, according to a preset program, on any job given to the machine. The machine also has a programming unit and units to produce a by-product punched tape or a set of punched cards. Most of the typing is done automatically as the Cardatype reads information from punched cards. Information is held for use on other forms and bills are computed and other figuring done automatically by the machine. International Business Machines Corp., 590 Madison Ave., New York 22.

For more details circle #115 on mailing card.

Glass-Beaded Fabric for Hilo Screen



A new and improved glass-beaded, mildew and flame resistant fabric is now being used on the Da-Lite Hilo screen.

Vol. 56, No. 2, August 1955

Chrome plating on metal portions of the screen is another improvement to add to the durability of the unit. The Hilo is easily adjusted to the desired height and can be used as a wall screen if desired. There is no increase in price for the improved model. Da-Lite Screen Co., Inc., 2711 N. Pulaski Rd., Chicago 39.

For more details circle #116 on mailing card.

Gallon Sized Blender for Institutional Use

Designed for the high speed blending, pulping, mixing or reducing of foods, tissue, plant materials and other substances, the new Waring Commercial Blender has a one gallon mixing capacity. It can be used for laboratory work for emulsifying and disintegrating materials. In quantity cooking the Commercial Blender quickly prepares special sauces, dressings, soups, beverages and other recipes.

The mixing container in the institutional size is of stainless steel in clover leaf pattern with a handle for easy pouring. The blade assembly is quickly re-



movable for cleaning, and can be sterilized. Controls on the front of the stand permit instant change from one speed to another, higher or lower, without stopping the machine. The two section cover snaps on and a plexiglas section permits sampling, adding and viewing. Waring Products Corporation, 25 W. 43rd St., New York 36.

For more details circle #117 on mailing card.

Cake-Type Deodorizer Has Locked-In Aroma

Deodoroma Rounds are cake-type deodorizers for use wherever there is an odor problem. The round cake has a new, locked-in aroma which lasts until the aromatic material is completely vaporized, without developing a "moth-cake" odor. It is designed for use in urinals, lavatories, storage and locker rooms, closets and other locations where heavy air is a problem. The wire hanger included with each package makes Rounds easy to use. Each cake is wrapped in heat-sealed cellophane and formed under high pressure for uniformity and long life. The C. B. Dolge Co., Westport, Conn.

For more details circle #118 on mailing card.

(Continued on page 140)

Knee-Hole Desk in Graded Sizes

The Knee-Hole Desk s275 in the new Trim Line of school furniture is suited



s 275

for general activity classes at all grade levels. It is available in nine graded sizes and has compartments of strong 20 gauge sheet steel. Compartments are optional and are available with either single box or large divided area on either right or left side of the unit.

The desk is sturdily constructed of $\frac{1}{2}$ inch chrome-plated seamless tubular steel with solid birch top. Legs are continuously braced with $\frac{1}{2}$ inch tubular steel. Super-silent, permanently attached glides protect floors and make the desks easy to move for any classroom arrangement. Tables without compartments can be used as typing or special activity units. Heywood-Wakefield Co., 206 Central St., Gardner, Mass.

For more details circle #119 on mailing card.

Projector Stand Folds for Storage

The No. 205 Safe Lock Project-O-Stand can be set up ready for use in ten seconds by spreading the tripod legs outward and tilting the table top to horizontal position. It is impossible for the table to slip or tilt because of a pair of gear-like serrated locking surfaces. The entire stand weighs five pounds and will safely support ten times the weight of the average movie projector. The stand folds flat instantly



for storing and takes up a minimum of space. Arasco American, Inc., 3308 Edson Ave., New York 69.

For more details circle #120 on mailing card.

What's New ...

Cem-Seal Coating Protects Concrete Surfaces

One coat of Cem-Seal forms a seal on concrete surfaces which prevents deposits of alkaline salts. Cem-Seal may be applied to new concrete to eliminate dusting or to old concrete to put an end to dusting that has started. A floor treated with Cem-Seal will not take up grease, water or dirt, and cleans easily. Hillyard Chemical Co., St. Joseph, Mo.

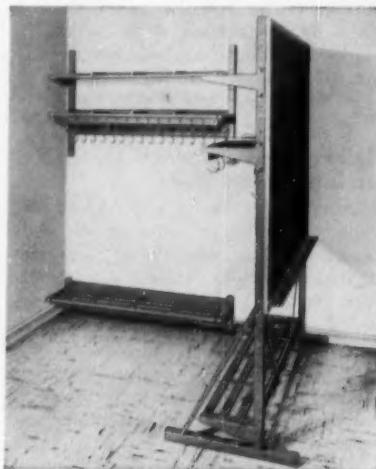
For more details circle #121 on mailing card.

Multi-Purpose Unit Offered in Chalkrobes

Two types of wardrobe units are now available for use in classrooms to conserve space. Chalkrobes and Corkrobes are, as the names suggest, wardrobe units with chalkboard or corkboard on the reverse side. Each unit is 4 feet 2 inches long, with a steel wardrobe rack with two full length hat shelves and two hanger bars and an off-the-floor shelf for overshoes. On the reverse side is either a 50 by 48 inch green chalkboard or a corkboard.

Movable on large casters or glides, the units can be placed to form a wardrobe section, with the room side offering the chalkboard or corkboard. When the wardrobe is full, it can be pushed to the wall, thus conserving space. If desired

it can be combined, as in the illustration, with Wallmount Wardrobe and Overshoe Racks for larger storage areas. It may also be bolted to the floor for



permanency. Shelves and hanger bars are adjustable for height to accommodate any age group and each unit will hold 16 hats, coats and overshoes. The flexible units are ideal for use with modular furniture in modern classrooms and will form a number of attractive and functional combinations. Vogel-Peterson Co., 1127 W. 37th St., Chicago 9.

For more details circle #122 on mailing card.

(Continued on page 141)

Counter Type Dishwashers for Manual or Automatic Operation

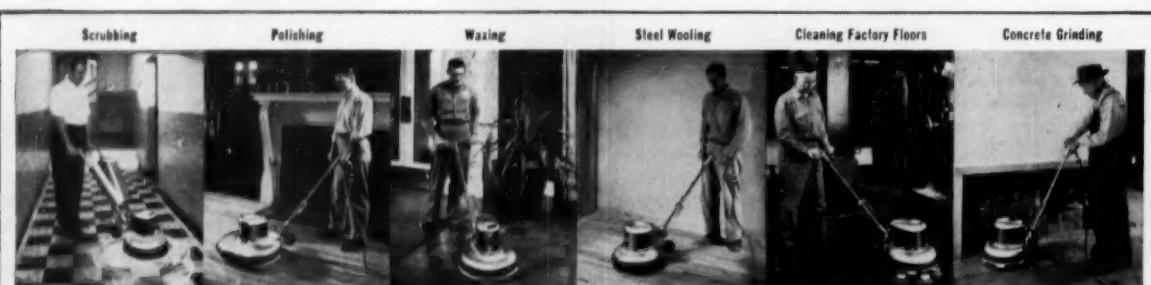
Two new counter type dishwashers requiring a minimum of space and equipped for straight-through operation are now available. Model CA-20 operates automatically through the entire cycle. Model CM-20 permits the operator to control the length of wash and rinse periods. The average capacity for the machines is 450 dishes per hour and they are equipped with three 16 by 16 inch dish racks. Toledo Scale Co., Toledo 1, Ohio.

For more details circle #123 on mailing card.

Heat Recorder-Totalizer Now in Portable Model

The Heat Recorder-Totalizer for checking the operation of a heating, ventilating or air conditioning system is now available in a portable model. The unit can be attached to the system and left to check its operation while the maintenance or service man is busy with other jobs. The indications on the tape that passes constantly through the instrument will give the complete operation record of the system. The portable model permits carrying the unit from one installation to another wherever it may be needed. The Heat-Timer Corporation, 657 Broadway, New York 12.

For more details circle #124 on mailing card.



American Machines Save Dollars For Management ... Are Easiest To Use, Do More Work For You!



You'll be amazed at the difference in dollars saved, work saved, with the NEW No. 1 floor maintenance machine line . . . all-new American Machines for any floor, any rug, any budget! Ask for an on-the-job demonstration at no cost or obligation. Write . . .

PERFORMANCE PROVED MAINTENANCE MACHINES . . . WORLD-WIDE SALES AND SERVICE

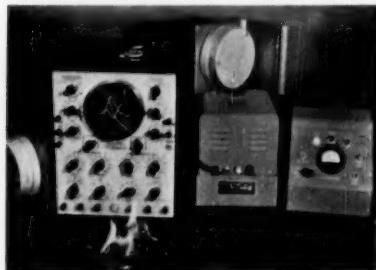
THE AMERICAN®
FLOOR SURFACING MACHINE CO.
ESTABLISHED 1903

548 S. St. Clair St., Toledo 3, Ohio

What's New ...

Alarm System Protects Against Vandals

An effective protection to warn of vandalism or burglary is now being man-



ufactured by Walter Kidde and Company. Having taken over the manufacture of the Ultrasonic Burglar Alarm System, the company is now making it available nationally. The system operates by plugging into any regular electrical outlet. It is easy to install and simple to maintain.

Consisting of four basic units, the system sounds an alarm in the protected room, outside the room or in the local police or alarm station as desired, when there is movement of any kind. The system is tamper-proof and if power fails or a wire is cut the alarm is sounded instantly. The four basic units can protect up to 7500 square feet. The manufacturer states that the ultrasonic alarm is approved by Underwriter Laboratories. **Walter Kidde & Co., Inc., 534 Main St., Belleville 9, N. J.**

For more details circle #125 on mailing card.

Flat-Bed Printer Suited for Copying From Books

The new Model DR-1A contact printer is a completely redesigned unit. The "floating" lid allows a maximum of 1½ inches clearance between lid and platen, making it especially suited for copying from books, thick bound volumes of magazines, or heavy post-type binders of official records. It can also be used effectively for copying originals on stiff board or heavy stock, as well as all single-sheet originals.

Used in conjunction with a separate



processing unit, the new machine will make copies in one minute with the new dry transfer-process photocopy materials and can be used with wet-process ma-

terials. It has been completely redesigned with an integrated system of mechanical and electrical actuation to simplify operation. The new model is compact in design, occupying minimum desk space. **Peerless Photo Products, Inc., Shoreham, Long Island, N. Y.**

For more details circle #126 on mailing card.

C-3 Series Dodge Buses in Nine Sizes

The entirely new line of Dodge chassis for school buses is available in nine new sizes ranging from 30 to 60 pupil capacities. The new C-3 Series features increased safety, operating economy, dependability and lengthened vehicle life. They are available in a wide range of horsepower to permit a choice of the most economical power required. Six-cylinder power plants of 110, 120 and 125 horsepower are offered in chassis of 153, 193 and 217 inch wheelbase with 30 to 54 pupil capacity. V-8 power plants of 169, 175 and 193 horsepower are offered in the same size plus the 239 inch wheelbase with 30 to 60 pupil capacity. Increased strength and capacity are possible because of the new and heavier full-length frames. Braking action and breaking safety have also been



further improved in the new chassis. **Dodge Division, Chrysler Motors, 7800 Joseph Campau Ave., Detroit 11, Mich.**

For more details circle #127 on mailing card.

Silicone Water Repellents Protect Masonry

Outside protection of above-grade masonry prevents water damage and moisture seepage. Linde Silicones are used in Masonry Water Repellent which is easily applied by spray or brush. The protective coating causes no change in appearance and ends spalling and cracking caused by freezing moisture. Driving rain cannot soak through and masonry is kept clean and free of streaks since water rolls off, carrying dirt with it.

The new silicone water repellents let no outdoor water in, while they do let indoor dampness out. The manufacturer reports that tests indicate silicone water repellents will remain effective for ten years. They can be used to protect new buildings as well as old, preventing damage to interior finish and reducing repair and maintenance costs. **Linde Air Products Co., Div. of Union Carbide and Carbon Corp., 30 E. 42nd St., New York 17.**

For more details circle #128 on mailing card.

(Continued on page 142)

Heavy-Duty Chair in Narrow Size

The new Model 556 Chair That Folds is a full-sized, heavy-duty chair in every



respect except that it is 2½ inches narrower in the seat width than the standard chair. This permits increased seating space and requires less storage space. The chair is durable and strong, has extra strength in the back-frame construction, and will stand hard use and abuse. It is modern in design with Rastetter steel hinge and brace construction for ease of folding and extra strength. **Louis Rastetter & Sons Co., 1300 Wall St., Fort Wayne 1, Ind.**

For more details circle #129 on mailing card.

Compact Collator Handles All Weights of Paper

The new Model 85 Eight-Station Cummington Collator is a compact, high-speed unit designed to handle all weights of paper, including one-time carbon paper. Paper to be gathered into sets is placed in trays, the starting button is pushed and papers are gathered in sets of up to eight sheets at a rate of 10,000 sheets per hour, and delivered in alternate offset piles.

Operating controls, loading and delivery are all on one side and end of the machine, permitting installation in a corner if desired. It occupies only 31 by 63 inches of floor space. The machine is quiet in operation and has a feed system which is self-adjusting for any paper thickness and any size load on any station. Suction-cup pick-ups and air-jet rifflers assure positive, single-sheet feeding. The self-contained machine op-



erates on any 115 volt, 60 cycle current. It is finished in gray-green. **Cummington Corporation, 620 Commonwealth Ave., Boston 15, Mass.**

For more details circle #130 on mailing card.

What's New ...

Pressure Printing Makes Noiseless Typewriter

A slight tap activates a precisely calculated weight to operate the new Remington Rand Noiseless Typewriter.



ington Rand Noiseless Typewriter. The Pressure Printing feature cuts down noise to a minimum while the new machine maintains all the features of the previous models of Remington Noiseless Typewriters.

The machine has been completely redesigned in appearance and features finger-fit keys, cushioned to eliminate impact, the Perfect Positioning Scale for instant setting of identical margins and a simplified typebar. Maintenance and operation have been simplified and a pressure dial makes carbon copies uniform without extra touch pressure. Remington Rand Inc., 315 Fourth Ave., New York 10.

For more details circle #131 on mailing card.

Carrying Case for Key Duplicating Machine

A new carrying case for the Yale Keymaster key duplicating machines makes the Keymaster more easily portable to the key cutting job. The machine is bolted to the bottom of the carrying case and the two together weigh only 15 pounds. A supply of key blanks and repair tools can be carried within the case which has an easily removable top. The Yale & Towne Mfg. Co., 11 S. Broadway, White Plains, N. Y.

For more details circle #132 on mailing card.

Protective Paint for Metal Surfaces

Rust-tard is a new dual purpose protective paint for metal surfaces. In one coat, metal receives a zinc cromate primer and an aluminum finish. It stops rust and corrosion and gives the metal a finished aluminum surface coat. Labor is saved through the one-coat process which can be applied over a rusted surface with a minimum of preparation. Garland Company, 3748 E. Ninth St., Cleveland 5, Ohio.

For more details circle #133 on mailing card.

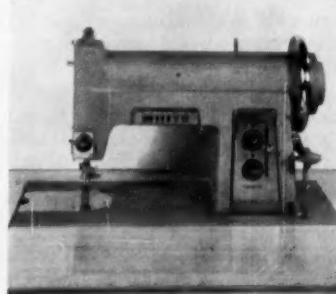
Lightweight Magnesium Used in Sewing Machine

The White Model No. 677 Deluxe

(Continued on page 143)

Rotary Sewing Machine is made of lightweight magnesium finished in soft seafoam green in modified crinkle finish. The lightweight colorful machine is full rotary, single needle lock stitch type which sews backward or forward on fabrics ranging in weight from chiffon and light batiste to denims, whipcords, canvas and extra heavy seams.

All parts are precision built and are fixed in position by splines and steel dowel pins for perfect, lifelong timing. All parts are interchangeable and can be replaced in case of need. The straight stitch machine has all of the mechanical and electrical features of White sewing



machines and all bright parts have chrome finish. White Sewing Machine Corp., 11770 Berea Road, Cleveland 11, Ohio.

For more details circle #134 on mailing card.

get low-cost
AUTOMATIC
classroom
timing
with

Montgomery
SYNCHRONOUS
PROGRAM CLOCKS



Fully automatic . . . signals silenced over weekends and holidays. Easy to set to any desired schedule . . . pushbuttons provide for special signals without disturbing pre-set schedule. 12 or 24-hour models. Your existing pushbutton system may be changed to a completely automatic one for as little as \$89.50 . . . or an entirely new system installed at low cost. Mail coupon, or see your dealer today.

MONTGOMERY MFG. CO., Owensville 6, Ind.

Please send information about Montgomery Program Clocks to—

Name _____

Address _____

City and State _____

AMERICA'S FUTURE!



The future of America is in your hands! The enrollment in your school and the nation's schools is an investment in the future.

National and Municipal Civil Defense authorities have gone to great lengths and expense to preserve American lives, to provide warning systems against future enemy attack and general disaster. Recognizing that our country's future is ever more with the coming generations, CD authorities encourage and urge the installation of air raid and evacuation sirens in American schools.

Whether or not pressure for such equipment has been placed upon you, the time to consider and act is now!

FEDERAL has been manufacturing signals for over half a century; all types of signals for all types of schools and institutions and to fit all kinds of installations. The FEDERAL TYPE A sirens are ideal evacuation signals whatever the emergency. See your nearest electrical contractor, electrical distributor or write us direct for full information. Don't delay — do it today!

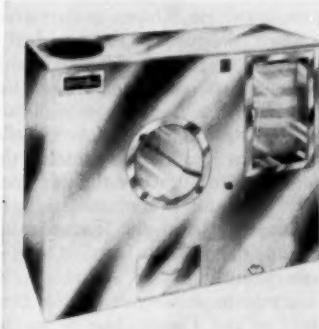
FEDERAL formerly Federal Enterprises, Inc.
SIGN and SIGNAL

8773S. State St., Chicago 19, Ill. Corporation

What's New ...

Pillows Cleamed Quickly in Renovating Machine

A quick method of cleaning and renovating pillows without using heat and



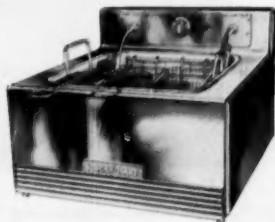
water is offered in the new Pil-O-Bar. One operator can clean a pillow in approximately two minutes.

Operating from any 110 volt outlet, the Pil-O-Bar is a cabinet machine into which feathers are poured from the opened pillow tick. High speed impellers feed the feathers into a wheel where they are fluffed and dust is removed. A combination of ozone and ultra-violet rays cleans them and removes odors. An adapter fits the open end of the tick, feathers are drawn back by vacuum, and the open end of the tick is sewed. Each pillow is handled individually and there is no danger of lost or mixed feathers. Wichita Precision Tool Co., 450 N. Seneca, Wichita, Kans.

For more details circle #135 on mailing card.

Electric Counter Equipment for Economical Cooking

The new Vulcan Hart Electric Counter Line is designed to cut food and labor costs in lunchrooms, coffee shops and other small food serving areas. Included in the line are electric griddles in three sizes with one piece steel griddle plates and thermostatic control of heat. The electric hot plate has three heats and a "Monotube" heating unit for fast start and even heat. Thermostatic controls maintain selected heat in the electric food warmers which have many top combinations. The electric deep fat fryer pictured is thermostatically controlled and has a fat capacity of 15



pounds. All pieces are finished in bright chrome with red and gold trim. Vulcan Hart Mfg. Co., 2006 N. Western Pkwy., Louisville 3, Ky.

For more details circle #136 on mailing card.

Thin-Lite Luminaries Give Semi-Recessed Effect

Claimed by the manufacturer to be the thinnest shielded fluorescent luminaires available today, the new Thin-Lite series of luminaires has a depth of only two and five-eighth inches. Latches and hinges are concealed and cannot be seen from any viewing angle and, although surface-mounted to the ceiling, the luminaires create a semi-recessed effect. The Thin-Lite luminaires may be mounted end to end or side by side for a variety of light patterns. Lighting Products Inc., Highland Park, Ill.

For more details circle #137 on mailing card.

Flexible Furniture for Modern Classrooms

A new idea in school furniture for flexible classrooms is offered in Fleetwood Flexible Furniture. It incorporates the recommendations of educators and school planners and was designed by Henry P. Glass of the Chicago Art Institute. The units are exceptionally strong, yet light in weight and easily movable for a flexible classroom.

Tubular metal frames and joints, wood panels and doors and high quality



plastic tops are combined with classically simple lines and utmost utility. The furniture is readily adaptable to changing school needs and permits rearrangement and augmenting of classroom facilities to accommodate increasing enrollments. Room layouts are quickly adapted to specific teaching techniques and objectives as all units are readily moved. The furniture is sturdy, modern and attractive. Leg adjustment is provided to alter base unit height as required. Fleetwood Furniture Co., 19 S. Water St., Grand Haven, Mich.

For more details circle #138 on mailing card.

Balancing Fitting for Heating Systems

Utilizing a segment of a circle instead of the conventional butterfly restriction, the new type balancing fitting for hot water and radiant systems assures equal flow with equal opening. The fitting is available with integral manual air vent and is suitable for 200 psi water pressure. Sarcotherm Controls, Inc., Empire State Bldg., New York 1.

For more details circle #139 on mailing card.

(Continued on page 144)

Accuracy and Ruggedness in 14 Inch Drill Press

Many new features, as well as the best



features of the old model, are incorporated into the new Delta 14 inch drill press. The accurate, rugged machine meets exacting requirements, yet is priced low enough for small-budget school shops.

The streamlined full-length belt guard is hinged at the rear and counterbalanced to facilitate cleaning and belt changes. The new pivoting motor mounting plate permits quick belt tension release to facilitate speed changes and lengthen belt life. Safety is increased by the new side opening for easier spindle removal. Other improvements on the new model give it improved production and increased speed. Delta Power Tool Div., Rockwell Mfg. Co., 400 N. Lexington Ave., Pittsburgh 8, Pa.

For more details circle #140 on mailing card.

Mobile Dish-Carts Are Versatile Units

Made from heavy gauge stainless steel, the new mobile dish-carts introduced by Fearless can be used for carrying food, dishes or supplies. They can also be used for dish storage, food display and for serving beverages and between meal snacks. They are supported by four 5 inch diameter casters with either all swivel or two swivel and two rigid. The top is cove-cornered for easy cleaning and sanitation, and is 21½ by 32 inches in size. The cart is small enough to pass through doors easily and to be stored



under dish tables, yet large and sturdy enough to carry large quantities of dishes or food. Fearless Dishwasher Co., Inc., 175 Colvin St., Rochester 2, N. Y.

For more details circle #141 on mailing card.

What's New ...

Piano Moving Simplified With Metal Carriers

One person can move the heaviest piano with ease and safety using the new Model D-250 or D-260 piano carriers. The steel carriers have 5 inch Darnell ball-bearing casters with cushion rubber treads of Du Pont neoprene to prevent marking or damaging floors. The grand piano carrier has steel telescoping legs, adjustable for length, and a steel center plate that permits angular adjustment.

Pianos in school gymnasiums, on stages and in classrooms may be permanently mounted on the carriers for ease of handling at any time. Pianos are moved without damage to the piano or its tone and without marking or injuring floor surfaces. The carriers are spray lacquered in a dark brown finish. The Paul O. Young Company, School Truck Div., Line Lexington, Pa.

For more details circle #142 on mailing card.

Portable Garment Storage in Compact Form

The advantages of portable garment storage in a compact, practical form are offered in the new Porta-Robe. Valuable classroom space is saved since Porta-Robes provide space for coats, hats, books and overshoes. They can serve as additional shelf space for books and ma-

terial and can divide large rooms for extra class activities. Porta-Robes can be equipped with tackboards or chalkboards to increase the facilities of the classroom in minimum space.

Rustproof aluminum grills for hats and footwear resist snow, rain and mud. The basic, patented clothing hangers are



easy to operate, yet permanently attached and trouble-free. Porta-Robes are available in a wide range of units and sizes for primary and elementary grades. They are readily moved to any part of the room or to other rooms with minimum effort. Manufactured by Educational Devices, Inc., Porta-Robes are distributed nationally by Desco Corporation, Shaker Square, Cleveland 20, Ohio.

For more details circle #143 on mailing card.

(Continued on page 145)

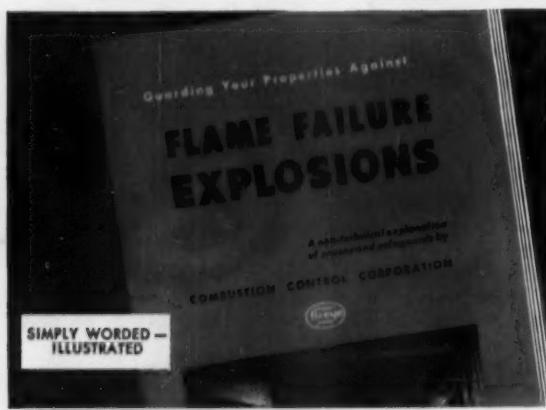
Armstrong Tackboard Is Decorative and Functional

Decorative as well as functional qualities are provided in the new resilient cork composition made specifically for bulletin board use. Known as Armstrong Tackboard, the material is furnished in continuous roll form in $\frac{1}{4}$ inch and $\frac{1}{2}$ inch thicknesses, and in 48 and 72 inch widths. It is available in seamless boards as long as 85 feet and can be installed in one piece. Installation time is thus reduced and an attractive durable board results. The use of Armstrong J-1114 Adhesive will bond the Tackboard to any clean, dry wall surface.

Four pastel tones are available in the Tackboard: Sage Green, Pueblo Gray, Cork Tan and Coral. The new colors harmonize with the bright, cheerful color schemes in modern classrooms. The finely textured surface of the board has relatively high light reflectance to reduce eyestrain. The new board takes tacks easily and holds them firmly, retaining its holding qualities despite repeated use of the same spot. Tacks are readily removed without the use of tack pullers. Armstrong Tackboard is constructed to withstand years of constant use without painting or other surface refinishing as the color goes all the way through the board. Armstrong Cork Company, Lancaster, Pa.

For more details circle #144 on mailing card.

FREE! New Safety Information School Officials Need!



SIMPLY WORDED — ILLUSTRATED

IF YOU BURN oil, gas, powdered coal or other fuel, for heating or other purposes, the chances are 4-out-of-5 that you do not have complete safeguards against burner flame-failure explosions.

Why take chances . . . ? This new booklet gives you all the information you need to prevent

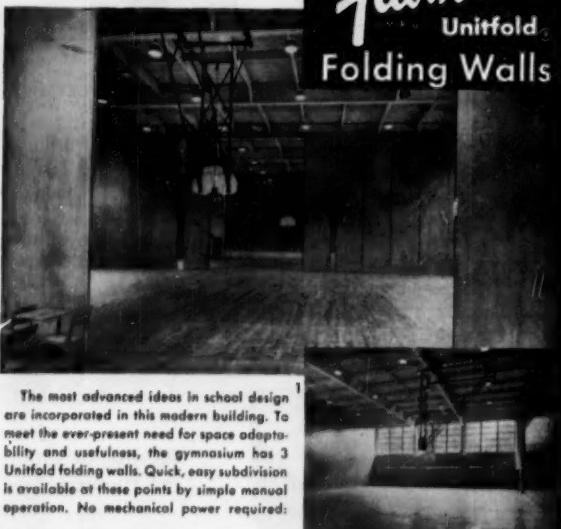
WRITE:

COMBUSTION CONTROL
DIVISION
ELECTRONICS CORPORATION OF AMERICA
Dept. C 288, 718 Beacon Street
Boston 15, Mass.



flame-failure explosions. With it you can spot burner explosion hazards in your school — identify absolute or inadequate "protective" devices — determine your needs for the most modern safeguard equipment. Get your copy free! Please give your school name and position.

At the
CAMP CURTIN Jr. HIGH SCHOOL
Harrisburg, Pennsylvania



The most advanced ideas in school design are incorporated in this modern building. To meet the ever-present need for space adaptability and usefulness, the gymnasium has 3 Unitfold folding walls. Quick, easy subdivision is available at these points by simple manual operation. No mechanical power required:

- 1 Across center of gym—91' x 24'6".
- 2 Main gym—auxiliary gym—47' x 17'.

Noteworthy features: Large area . . . all weight of Unitfold walls is floor-supported . . . no need for special overhead steel . . .

Unitfold does not interfere with steel web-bracing at ceiling-wall juncture.

John T. Fairhurst Co., Inc.

45 West 45th Street

New York 36, N.Y.

The NATION'S SCHOOLS

What's New ...

Functional Fabrics Are Fire-Resistant

Dura-Decor Functional Fabrics are designed for wide application throughout schools and other places of public assembly. The new, inexpensive product is fire resistant, versatile and requires minimum maintenance. An attractive flat finish on the new material makes the fabric lighter in weight than the embossed pattern design and lower in cost. Both varieties are "supported" fabrics with a core of strong, pliable Fiberglas.

A selection of colors is available in the new material. The single color style with the same color on both sides is adaptable for room-darkening curtains, cycloramas and borders. The duplex color style with a choice of color on one side and neutral beige on the back gives a lined fabric look, yet is not expensive. The new fabrics can be used for low-cost curtain applications for wardrobe openings, room dividing and room-darkening curtains, in dual-purpose auditorium and gymnasium rooms, and for scenery backdrops when decorated with water paints, which can be washed off and re-painted for change of scene. The Functional Fabrics are attractive in appearance and withstand hard, abusive wear. They are easily cleaned by light dusting or with soap and water when badly soiled. **Duracote Corporation, Ravenna, Ohio.**

For more details circle #145 on mailing card.

Public Address System in Walnut Lectern

A complete public address system is built into a walnut lectern in the Davis Sound Lectern. The unit can be moved to any desired location, a single power cord plugged in, and when the amplifier is turned on the system is in operation. There are no separate amplifiers or loudspeakers, all elements being contained



in the one unit with the microphone attached to the lectern top. The desk top of 24 by 15 inches gives ample space for notes and papers and the 18 inch Luminline light is built in.

The walnut lectern is attractive in

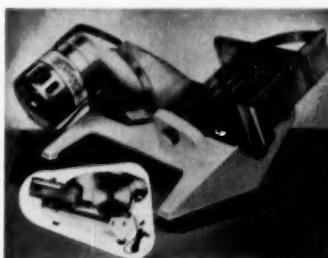
appearance and sturdily built. The amplifier gives audience coverage of approximately 500 under average acoustic conditions. Sufficient power is supplied to add two additional loudspeakers if necessary to reach overflow audiences in remote rooms. Retractable casters for convenience of moving can be provided on request. **Davis Sound, 106 Main St., Madison, N. J.**

For more details circle #146 on mailing card.

Electric Slicing Machine Is Low in Price

Efficient operation, Underwriters Laboratories approval and low price are some of the outstanding features of the new General Model 750 Slicing Machine. The full gravity-feed machine is compact with large capacity. The new machine is heavy enough to stand firmly on rubber feet during operation, yet light enough to be lifted from place to place as needed. It has safety features at the platform, at the prong and on both sides of the knife.

The stainless steel knife is made to maintain a fine edge without being



brittle. The sharpener is so designed that any operator can keep the knife edge sharp. The new design permits using trap, platter or waxed paper beside the slicer to catch sliced food and food juices. There are no corners or crevices where scraps or particles of food can gather, thus simplifying cleaning and sanitation. **General Slicing Machine Co., Inc., Walden, N. Y.**

For more details circle #147 on mailing card.

Hand-Knitting Machine Is Easy to Operate

A high-speed, light weight hand-knitting machine has been introduced which produces a variety of patterns, textures and colors in fabrics with a hand knit appearance. It is easy to operate and can be used by children as well as by invalids or physically handicapped persons. It was designed and precision-built in Switzerland and is being introduced in this country for use in schools and also in hospitals for occupational therapy.

The Norca Auto-Knit machine is about one yard in length, weighs only 12½ pounds and can be easily carried by most children. **Norca Machinery Corp., 350 Fifth Ave., New York 1.**

For more details circle #148 on mailing card.

(Continued on page 146)

Model P-20 Floor Machine for Large Areas

Perfect balance for ease of operation is a feature claimed for the new Clarke Model P-20 floor maintainer. It is de-



signed for use on floor areas from 12,000 to 20,000 square feet. A 1 h.p. motor supplies the extra power needed for all phases of floor treatment and maintenance, including such jobs as steel wooling, wet floor seal and disc sanding. Maximum, quiet efficiency is assured through construction of the drive mechanism. The frame is reinforced aluminum alloy with non-marking rubber bumpers.

The completely automatic dual switch is controlled by either or both hands and the machine stops when pressure is released. The fully adjustable tubular steel handle locks in any position in a 90 degree arc. Accessories available for the new machine include those for scrubbing, waxing, polishing, steel wooling, rug shampooing, disc sanding and extra heavy duty scrubbing. **Clarke Sanding Machine Co., Muskegon, Mich.**

For more details circle #149 on mailing card.

Laminated Random Pine Used in Non-Warping Bench Tops

Made of laminated random length Ponderosa pine blocks covered top and bottom with resinwood sheets, the new "Shop Top" bench top is harder than rock maple and will resist acid, alkali, oil and grease. This new addition to the Hallowell Shop Equipment line will not warp or splinter and is available in a variety of sizes. **Standard Pressed Steel Co., Jenkintown, Pa.**

For more details circle #150 on mailing card.

Neo-Sponge Floor Mat for Comfort in Standing

Neo-Sponge is a new comfort standing mat which assures complete standing ease for hours. Made through a special process of blowing inert nitrogen bubbles into Dupont Neoprene, Neo-Sponge is waterproof, non-absorbent and easy to clean. **American Floor Products Co., 4922 Wisconsin Ave., N.W., Washington 16, D.C.**

For more details circle #151 on mailing card.

What's New ...

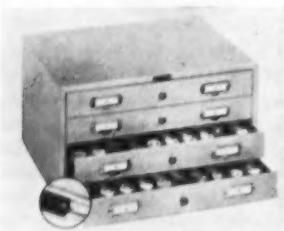
Two Patterns Added to Floor Tile Line

Two new products have been added to the Uvalde flooring line. Azrock Terrazzo Tones offer new color-chip mottling which creates a terrazzo like effect. Azphlex Terrazzo Tones are an addition to the company's line of vinylized greaseproof tile. Eight new colors are offered in each of the new tones. Azrock Products Div., Uvalde Rock Asphalt Co., Frost Bank Bldg., San Antonio, Texas.

For more details circle #152 on mailing card.

Filmstrip Library Convertible for Slides

The new 360 filmstrip capacity library



plan recently introduced can be converted to 2 by 2 inch slide files. The improved model lock-stacks with and matches the earlier No. 360 model. Ex-

tension arms on all drawers and the extra depth allowed permit conversion for slide filing. Materials and supplies for organizing and administering a film-strip library of any size are offered with each library plan cabinet. A steel floor base is provided for use when the film-strip library has grown, with cabinets lock-stacked on one another to the point of forming a full-sized unit. Jack C. Coffey Co., 1147 Wilmette Ave., Wilmette, Ill.

For more details circle #153 on mailing card.

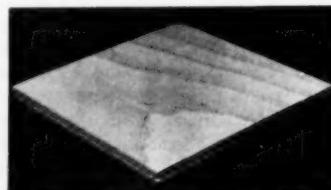
Microfilm Units Provide Flexible System

Model B.H.206 Reader and Model B.H.205 Recorder are units designed to allow the flexibility of microfilm recording in one location and reading at another. The reader is lightweight and compact for desk-top operation. It features a scanning mechanism with adjustment to read documents on 8, 16 and 35 mm film in any position for normal viewing. As many as 999 locations can be noted on 100 feet of film with the indexing meter incorporated into the reader. The recorder is easily moved and can be used anywhere desired. Both units are simple to operate. Burroughs Corporation, Detroit 32, Mich.

For more details circle #154 on mailing card.

(Continued on page 147)

Block Wood Flooring Cut to Fit Flush



New flush fit laminated oak block flooring permits unbroken floor surfaces. There are no surface grooves to catch dirt, thus simplifying cleaning and making an attractive floor. The 9 inch squares fit smoothly, showing no separation after installation.

The wearing surface of the finished floor is super thick selected red oak. Cross bond lamination under hundreds of tons of pressure gives added strength and wear resistance even for floors getting heavy wear, such as gymnasiums, libraries, recreation areas, cafeterias and similar areas. Higgins oak block absorbs sound, does not creak and has high resistance to shock. Higgins recommended adhesives are satisfactory for use over radiant heating and heat does not affect the block floors. Higgins Industries Inc., Box 8169, New Orleans 22, La.

For more details circle #155 on mailing card.

NEUBAUER "TWIN-POST" Gym BASKET RACK



We also make Neubauer "Twin-Post" shelving in range of sizes. Write for literature.

Inquiries invited from school supply dealers.

NEUBAUER MFG. CO.

FREE ESTIMATES — Neubauer gym Basket Racks are made in capacity desired for any size basket and can be equipped with casters. Olive green or airline grey. Special colors available.

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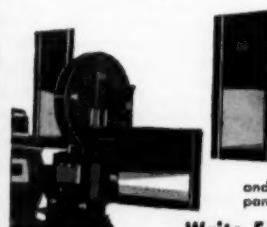
BUY SPOTLIGHTS

THAT MEET YOUR BUDGET

- STAGE
- for ● BULLETIN BOARDS
- STUDENT DISPLAYS

Portable for all-around school use. Throws a concentrated beam of light wherever good dependable light is needed. Has fine Fresnel Glass Lens, highly polished reflector, asbestos cord, universal mounting bracket, gelatin color holder and 3 assorted gelatin colors. Black wrinkle finish. Adaptable to BEST manual or \$10.75 each less bulb.

for your new or remodeled auditorium



you'll need BEST

Porthole FIRE SHUTTERS

Meets all state and city inspection laws that require gravity doors or shutters on school projection room portholes. Confines smoke and fire to projection room. Reduces panic and destruction to a minimum.

Write For Detailed Literature

BEST DEVICES CO., INC.

10921 BRIGGS ROAD
CLEVELAND 11, OHIO

What's New ...

Selective Entry Cash Register for Cash Operations

The new Selective Entry cash register separates items at time of purchase and enters them directly into either of two internal registers, thus facilitating cash operations in schools. The printing mechanism provides a record of all sales and either of running totals may be checked at any time. **Clary Corp., 408 Juniper St., San Gabriel, Calif.**

For more details circle #156 on mailing card.

Mop Washer in Portable Unit

Mops can be cleaned in only a few minutes with the new Jet Stream Mop Washer. The unit is compact and portable, accommodating mops of all sizes. Old mops are freshened and new mops are prevented from souring with Jet Stream which can be used wherever there is a water outlet with a threaded hose connection. **Geerpress Wringer, Inc., Muskegon, Mich.**

For more details circle #157 on mailing card.

Low-Cost Line of Small Generating Plants

Highly suitable for mobile and portable applications, the new line of small Onan air-cooled, gasoline-operated electric generating plants is designed for long life. The heavy-duty, four cycle engine-driven plants range in size from 500 to 2500 watts and provide high output per pound weight at low cost. **D. W. Onan & Sons Inc., University Ave. S. E. at 25th, Minneapolis 14, Minn.**

For more details circle #158 on mailing card.

Gyro-Core Is Barrel-Shaped Level

The new Gyro-Core is an instrument to level any plane. The fluid cavity is barrel-shaped and fine wire bubble markers are embedded inside the plastic core and extend around the barrel for permanently accurate reading. Imported from Switzerland, the manufacturer guarantees the Gyro-Core for five years against leakage. **Goldblatt Tool Co., Dept. Y-54, 1960 Walnut St., Kansas City 8, Mo.**

For more details circle #159 on mailing card.

Desk Tops of Laminated Plastic

Economaire DeLuxe single and double pedestal desks are now available with plastic tops. The new tops are formed in high pressure laminated plastics with a non-porous finish which never needs painting or refinishing. They have high resistance to heat and are not affected by most solutions. The extra hard finish makes them virtually indestructible in normal use. **Western Manufacturing Co., Aurora, Ill.**

For more details circle #160 on mailing card.

Product Literature

- Complete specifications on light and heavy Chain Link Fencing are to be found in "Planned Protection," a brochure available from Continental Steel Corp., Kokomo, Ind. The 44 page reference manual illustrates and describes ten styles of Continental Fence.

For more details circle #161 on mailing card.

- A handy condensed buying guide on basic types of thermostatic water mixing valves is offered by Leonard Valve Co., 1360 Elmwood Ave., Cranston 7, R.I. Technical data on sizes, capacities and other specifications are given in catalog CBG 55.

For more details circle #162 on mailing card.

- Folio 55-1, brought out by McPhilben Mfg. Co., Inc., 1329 Willoughby Ave., Brooklyn 37, N.Y., describes and illustrates incandescent Aluminaires for exterior and interior use. Full specifications are given for each cast aluminum, anodized lighting design.

For more details circle #163 on mailing card.

- Catalog S-55, available from Dor-O-Matic Div. of Republic Industries, Inc., 4446 N. Knox Ave., Chicago 30, discusses Dor-O-Matic door controls. The four automatic Invisible Dor-Man models and the twenty-five manual control models available from the company are described and illustrated in the eight page catalog.

For more details circle #164 on mailing card.

- Catalog No. 19 covers the full line of "Cecilware-Commodore Quality Products." The 33 page booklet illustrates and describes the various types of coffee makers, griddles, broilers, fryers and other cooking equipment manufactured by Cecilware-Commodore Products Corp., 206 Canal St., New York 13.

For more details circle #165 on mailing card.

- Prepared as a reference or textbook on the problem of invisible above-grade masonry waterproofing and protection problems, Wurdack's Manual includes Bulletin No. 6 giving technical data and specifications. The booklet, available from Wurdack Chemical Co., 4977 Fyler Ave., St. Louis 9, Mo., discusses the whole subject of silicone masonry protection, including tests, application, types of materials to be protected, problems and uses of the silicone protectors.

For more details circle #166 on mailing card.

- The National Sanitary Supply Association, Inc., 139 N. Clark St., Chicago 2, offers a series of booklets and bulletins on maintenance and sanitation which should prove helpful in the administrator's or engineer's reference library. The publications are offered without cost by the association and include "Maintenance Planning Workbook," "Modern Sanitation Methods," and bulletins on sweeping, dusting, floor care, washroom and plumbing care and corridor maintenance.

For more details circle #167 on mailing card.

- Answers to school lighting problems are given in "The Day-Brite Luxex" booklet offered by Day-Brite Lighting, Inc., 5451 Bulwer Ave., St. Louis 7, Mo. The quick-reference booklet covers problems of original lighting and relighting, offering quantity and quality with economy. Photographs of actual installations are shown, together with blue prints of ceiling layouts and information on equipment used and results achieved.

For more details circle #168 on mailing card.

- "School Modernization" is the subject of a booklet on Owens-Illinois Glass Block published by Owens-Illinois, Toledo 1, Ohio. The booklet, illustrated by case histories, shows how schools throughout the country have solved modernization problems by the use of glass block. How the installation of glass block panels has saved money by reducing fuel bills and maintenance costs is discussed.

For more details circle #169 on mailing card.

- A 20 page catalog of Gotham "snap-fit" Chalkboard Frames of Aluminum is available from Gotham Chalkboard & Trim Co., Inc., 91 Weyman Ave., New Rochelle, N. Y. Illustrations of actual installations are shown as are line drawings of details and typical elevations of various types of installations. Vertical and horizontal sliding chalkboards and details of manual operation, aluminum reversible easel boards, swinging chalkboards and corkboards, aluminum display cases and cabinets, revolving chalkboards and Ceramo-Steel life-time chalkboards are all illustrated with descriptive information and specifications included.

For more details circle #170 on mailing card.

- An informative 32 page booklet on fresh, frozen portion control meats is offered by Colonial Beef Co., 401 N. Franklin St., Philadelphia 23, Pa. Entitled "How to Cut Food Costs," the booklet discusses the economies possible with meat purchased by the portion rather than by the pound. The "Redicut" quality line of specialized meat items that are prepared and priced for volume users is introduced through the booklet. Illustrations and prices on both the "Redicut" and the "Portion Control" line are given in the new booklet.

For more details circle #171 on mailing card.

- Three new catalogs have been announced by United World Films, Inc., 1445 Park Ave., New York 29. The 1955 Feature Catalog of non-theatrical motion pictures features films from the studios of Universal-International and J. Arthur Rank. The 1955 Catalog of U. S. Government Films and Filmstrips lists and describes some 3000 motion pictures and filmstrips for educational and training programs. The Instructional Films and Filmstrips Catalog lists 275 films and filmstrips for classroom instruction in schools and colleges.

For more details circle #172 on mailing card.

(Continued on page 148)

What's New . . .

- How to plan schools for lower maintenance costs is one of the factors covered in the 24 page booklet on "Ceramic Tile for Schools" offered by American-Olean Tile Co., 1118 Cannon Ave., Lansdale, Pa. Booklet No. 600 shows how to keep schools clean and attractive in spite of careless pupils and low budgets and carries several full color illustrations of actual schools using tile in entrance halls, corridors, kitchens, cafeterias, washrooms, home economics departments, laboratories and locker rooms. The colorful, attractive installations facilitate cleanliness and sanitation.

For more details circle #173 on mailing card.

- Pamphlet P-10 containing a list of laboratory apparatus for Secondary School Physics is available from Central Scientific Co., 1700 Irving Park Road, Chicago 13. Designed to help administrators and instructors select the apparatus they need for modern courses of study in secondary school physics, the 48 page booklet presents lists prepared by following recent teaching objectives set up by the physics curriculum committees of several state departments of education and popular physics texts and manuals.

For more details circle #174 on mailing card.

- The rules to follow when laying kiln-dried hardwood flooring are contained in "Please Don't," a leaflet brought out by the Maple Flooring Manufacturers Association, 35 E. Wacker Dr., Chicago 1. The first part of the leaflet contains suggestions for the installation and care of Northern hardwood flooring. A list of simple precautions to take in handling hardwood flooring at the job site is found in the second part.

For more details circle #175 on mailing card.

- Technical Data Folio No. 551 on Floor Covering has been prepared by Hercules Flooring Co., 247 W. 16th St., New York 11. Included in the portfolio is information on facts to consider when buying flooring and on research, a floor performance chart and flooring estimate, and a catalog on Flexachrome vinyl plastic-asbestos floor tile manufactured by The Tile-Tex Division, The Flintkote Co. Illustrations in full color show the patterns available in Flexachrome and installations in schools, hospitals, offices and other institutions are pictured.

For more details circle #176 on mailing card.

- A film demonstration in color, showing how to make top quality baked foods with portion cost control and time-saving methods, is offered in "The Magic of Mixes." Narrated by John Cameron Swayze, the 16 mm sound film was prepared by Pillsbury Mills, Inc., Institutional Division, Minneapolis 2, Minn. It tells the story of baking mixes and offers new food ideas and menu suggestions, with information on how to figure portion costs.

For more details circle #177 on mailing card.

- The advantages of Foamglas insulation and the story of some typical installations are given in a new booklet, "For More Reasons Than One . . ." It tells how Foamglas cellular glass insulation solved severe insulation problems, shows application of the product as insulation in roofs, ceilings, walls and floors, and is an indication of the reason for the expansion program now underway by the manufacturer, Pittsburgh Corning Corp., 1 Gateway Center, Pittsburgh 22, Pa.

For more details circle #178 on mailing card.

- Form A-284 is a factual folder on Sunroc Water Coolers. Various models are illustrated and individual capacity charts and specifications for each type are given. Additional charts are included which provide detailed information on the proper water cooler selection for individual requirements. The folder is available from Sunroc Corporation, Glen Riddle, Pa.

For more details circle #179 on mailing card.

- The 1955-56 "Safety First" catalog has been released by Jamison Mfg. Co., 8800 S. Nettler St., Los Angeles 3, Calif., manufacturer of playground equipment. The new catalog illustrates the various equipment in use and points up the features of each product.

For more details circle #180 on mailing card.

- The Lawler Line of Thermostatic Control Valves is discussed and illustrated in Bulletin C-6 released by Lawler Automatic Controls, 453 N. MacQuesten Parkway, Mt. Vernon, N.Y. Included are sections covering special equipment, temperature regulators, tempering valves, shower valves, water controllers and water pressure equalizers.

For more details circle #181 on mailing card.

- The story of fluid drum or gear drive stokers is told in a 12 page catalog published by Erie City Iron Works, Erie, Pa. Photographs, cut-away sections and line drawings are used to illustrate the descriptive information presented on the single retort underfeed stokers. Bulletin SB53 describes stokers designed to handle loads of 100 to 360 developed horsepower.

For more details circle #182 on mailing card.

Film Releases

"Thursday's Children," documentary film on small deaf children, 16 mm., sound, 2 reels, 22 minutes. "The Singing Street," film of songs and games sung and played by Edinburgh children, 16 mm., sound, 2 reels, 18 minutes, available with a booklet of the words to all the songs. "Churchill—Man of the Century," 16 mm., sound, 2 reels, 21 minutes. British Information Services, 30 Rockefeller Plaza, New York 20.

For more details circle #183 on mailing card.

"The Fisherman's Boy," "One Day on the Farm" and "Helpers Who Come to

Our House," teaching films for primary grades, 16 mm., 1 reel, sound, color or black and white. "The Reformation," addition to World History series for use at junior and senior high school level, 1½ reels, sound, color or black and white. Coronet Films, 65 E. South Water St., Chicago 1.

For more details circle #184 on mailing card.

"Children of Germany," "Mollusks," "Reading Maps" and "France and Its People," all 16 mm., sound, color or black and white. "Energy from the Sun," 16 mm., sound, black and white. "Great Names in Biology," series of six filmstrips in color: "Louis Pasteur," "Gregor Mendel," "Charles Darwin," "William Harvey," "Carolus Linnaeus" and "Antony Van Leeuwenhoek." Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.

For more details circle #185 on mailing card.

"Oral and Written Expression," set of four sound slidefilms, color, and "Reading," set of thirteen sound slidefilms of actual classroom sessions in reading development from kindergarten to sixth grade. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

For more details circle #186 on mailing card.

"Mission of the Bells," story of bell-tone structure and bell tuning, 16 mm., color, narration by Milton Cross. Schulmerich Carillons, Inc., Sellersville, Pa.

For more details circle #187 on mailing card.

Suppliers' News

General Foods Corp., North St., White Plains, N.Y., announces the establishment of a new **Institutional Products Division**. The new division will be responsible for sales of products formerly handled by the institution department of the GF Sales Division, the Maxwell House Division and Good Seasons Salad Dressings.

Joseph Goder Incinerators, Inc., manufacturer of institutional and commercial incinerators, announces opening of its new plant at 4241 N. Honore St., Chicago 13.

Koch Refrigerators, Inc., manufacturer of commercial refrigeration equipment, announces removal of its office and manufacturing facilities from **North Kansas City, Mo.**, to its new plant at 401 Funston Rd., Kansas City, Kans.

Minnesota Mining & Mfg. Co., 900 Fauquier St., St. Paul 6, Minn., manufacturer of "Scotch" tape, magnetic tape and other products, announces the opening of a new **central research laboratory building**, the first unit in its new research center. The new building has accommodations for more than 200 scientists. Featured at the dedication of the new unit were the varied applications of 3M varieties of tape.

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**Light-Weight...
but oh-so-RUGGED!**

For colorful, high-quality food service, be sure you specify BOLTA. Each item gives longer wear and greater economy. From laminated color trays to plastic tumblers, there's a BOLTA product for your every need. **BOLTA PRODUCTS**, Lawrence, Mass., A Division of The General Tire and Rubber Co.

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PRODUCTS

. . . add appeal to every meal!



LAMINATED COLOR TRAYS,
FIBER-GLASS TRAYS,
HARD RUBBER TRAYS,
COMPARTMENT TRAYS,
CORK TRAYS

Those who really know say:

CERTIFIED



BALLASTS

give best results!

- No one knows better the value of CERTIFIED CBM BALLASTS than the manufacturers of fluorescent tubes. For the satisfactory performance of their lamps is vitally dependent on the ballasts that operate them. They know CERTIFIED CBM BALLASTS are Tailored to the Tube.

CHAMPION says:

"Fluorescent lamps are designed to operate at specific electrical values. The use of auxiliary equipment that has been proven to meet these agreed upon standards will assure the user maximum value for his lighting dollar with a minimum of operational failures. Certified Ballasts are inexpensive insurance."

GENERAL ELECTRIC says:

"The life and light output ratings of fluorescent lamps are based on their use with ballasts providing proper operating characteristics. Ballasts that do not provide proper electrical values may substantially reduce either lamp life or light output, or both. Ballasts certified as built to the specifications adopted by the Certified Ballast Manufacturers (CBM) do provide values that meet or exceed minimum requirements. This certification assures the lamp user, without individual testing, that lamps will operate at values close to their ratings."

SYLVANIA says:

"The light and life ratings of fluorescent lamps are based on three hour burning cycles under specified conditions and with ballasts meeting American Standards Association specifications. Ballasts marked with the CBM emblem and certified by Electrical Testing Laboratories, Inc., meet ASA specifications."

WESTINGHOUSE says:

"Use ballasts that are tested and Certified by Electrical Testing Laboratories or ones that are otherwise known to meet the specifications of the lamp manufacturer. These will give best results with Westinghouse fluorescent lamps."

*That's why CERTIFIED CBM BALLASTS
merit the slogan—Tailored to the Tube.*

*Certified CBM Ballasts are built to
assure quiet operation and long
trouble-free life.*



CERTIFIED BALLAST MANUFACTURERS

Makers of Certified Ballasts for Fluorescent Lighting

2116 KEITH BLDG., CLEVELAND 15, OHIO